

The **H** *Magazine for the Christian Home*
Hearthstone



- **Has Anyone Seen Dad?** - *Jesse C. Burt, Jr.*
- **How I Stopped Smoking** - *Hobart Ryland*

JUNE, 1955 - 25c

The *Magazine for the Christian Home* Hearthstone

E. LEE NEAL, *Editor*
SUE HERON, *Assistant Editor*

Contents

ARTICLES

Has Anyone Seen Dad?	Jesse C. Burt, Jr.	2
Your Child Learns from Comics . . . But What? . . .	Marian Brawn	4
Should I Go to College?	Jean B. Hamm	10
How I Stopped Smoking	Hobart Ryland	13
Motoring as a Family Hobby	Loie Brandom	14
Open Doors of Faith		
Study Article and Guide for Parents' Groups .	J. Ralph Shotwell	22
Are You to Blame?	Julie Van Duyen	26

FICTION

Pride Goeth after a Fall	Dorothy Prather	7
Story for Children		
Professor Koko	Louise Price Bell	18

FEATURES

The World at Your Front Door	Pearl Forsyth Muse	1
Capitalizing on Fun	Louise Price Bell	12
He That Hath Ears		16
Worship in the Family with Children		19
Biblegram	Hilda E. Allen	25
Family Counselor	Donald M. Maynard	29
This Is the Way We Did It		
Little Fire Bug	Ada B. Cromer	30
Books for the Hearthside		31
Over the Back Fence		32
Unusual Letter Openers	Nena Palmer	Inside back cover

Cover: Photograph by H. Armstrong Roberts

Published Jointly Each Month By

Christian Board of Publication

WILBUR H. CRAMLET, *President*
Beaumont and Pine Boulevard
Box 179, St. Louis 3, Missouri

The American Baptist Publication Society

LUTHER WESLEY SMITH, *Executive Secretary*
1703 Chestnut St., Philadelphia 3, Pa.

Vol. 7

Editorial Committee

Glenn McRae, *Editor-in-Chief*
Jessie B. Carlson, *Children's Editor*
Ray L. Henthorne, *Youth Editor*
Sherman Hanson, *Assistant Youth Editor*
E. Lee Neal, *Adult and Family Life Editor*
J. D. Montgomery, *Director Family Life*

Benjamin P. Browne, *Director Christian Publications*
Marian Brawn, *Children's Editor*
Elizabeth Tibbals, *Assistant Children's Editor*
Lawrence Fitzgerald, *Youth Editor*
Robert G. Torbet, *Uniform Lesson Editor*
Francis E. Whiting, *Adult Editor*
Joseph J. Hanson, *Director Family Life*

Entered as second-class matter at the Post Office at St. Louis, Mo., under Act of March 3, 1879. Additional entry at Philadelphia, Pa.

All books and printed matter referred to in *Hearthstone* may be ordered from either publishing house. All prices are subject to change without notice.

The Scripture quotations are from the Revised Standard Version of the Holy Bible, copyright by the Division of Christian Education of the National Council of the Churches of Christ in the U. S. A., 1946, 1952. Used by permission.

Price, 25 cents per single copy; five or more copies to one address, 20 cents each (60 cents per quarter); single subscriptions, \$3.00 per year.

Copyright 1955 by the Christian Board of Publication and the American Baptist Publication Society

Printed in St. Louis, Mo., U. S. A.



The Greener Grass

To our little cover boy drifting in reverie atop a pile of hay, the Big looks like an enchanted fairyland high in the clouds. Perhaps, however, so little city boy is being carried away fancy to a country meadow full of summer flowers and singing birds.

Everyone is familiar with the philosophical gem, "The grass always looks greener on the other side of the street. When you get to the other side of the street, though, you find that the grass isn't any greener than it was on your side. Don't you remember how many times you wanted a date with that handsome fellow who sat at the desk across from yours in Ancient History? Then, after you had cleverly succeeded in "hooking" him, you decided that he had about as much charm as a bowl of oatmeal. He was about the formal gown that you felt was absolutely essential to your present and future happiness and general well-being. You wore it only once and referred to it thereafter as "an old rag."

Little country lad with big dreams, your fairyland is really not so fine as it seems.

What's Here? This issue of *Hearthstone* is full of questions: "Should I Go to College?" "Has Anyone Seen Dad?" "Are You to Blame?" "Your Child Learns from Comics—But What Questions are good for you, though? They keep your brain cells from hydrating.

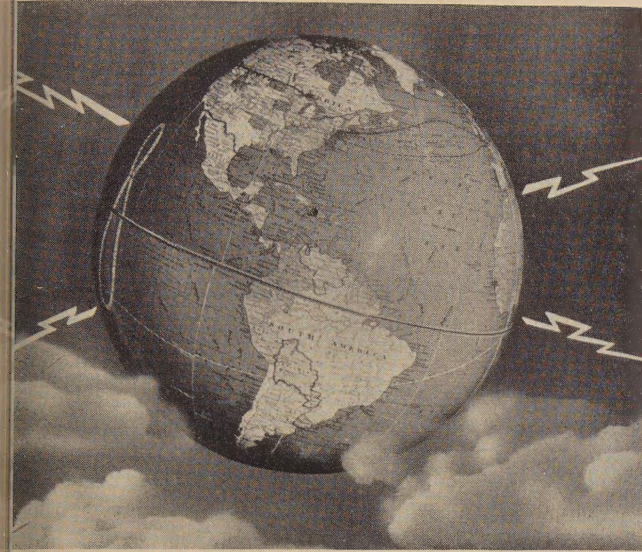
Take a good long look at your family circle. Is the man of your house hidden in the arcanum of a bygone age? Jesse C. Burt, Jr., thinks that this modern age finds Pop with an ancillary status in most homes. "Has Anyone Seen Dad?" will help you to decide whether your Mr. American Businessman is a father with an honored place in the household—or a bill payer.

How closely do you watch what your children read? Perhaps you think that this is a mere bagatelle in your busy day of housekeeping, but MAY YOUR YOUNGSTERS ARE READING DANGEROUS COMIC BOOKS. "Your Child Learns from Comics—But What will open your eyes to this really serious problem and will cause you to observe more closely the quality of literature devoured by your offspring.

What's Coming? Television has aroused considerable controversy since it made its debut in these United States several years ago. In a recent issue of *Hearthstone* you read an article which cast TV in a rather opprobrious light. Next month J. Alvin Kugelmann shines the beacon more favorably in an article entitled, "What Is Wholesome TV for the Whole Family?"

See you next month.

S. H.



—H. Armstrong Roberts

THE WORLD

of man in a world of science and technology and the acceptance of a morality that is consistent with these conditions.

“The unprecedented powers that technology has placed in man’s hands have greatly increased his capacity for shaping his life for either good or evil. Science and technology have given us a clearer view of ourselves, but our recognition of man’s importance is grounded in religion.”

Your Front Door Can Open on the World!

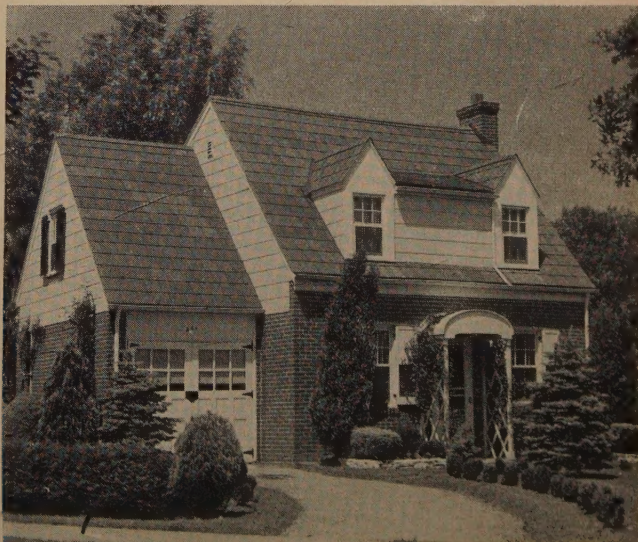
This summer Baptists and Disciples have travel opportunities open to them as follows:

The Baptist Leader Tour, conducted by Lawrence P. Fitzgerald, director of Youth Publications, begins at Chicago, July 25, and returns there August 18. Among places to be visited are beautiful American Baptist Assembly at Green Lake, Wis., Yellowstone and Mt. Rainier National Parks, Ketchikan, Juneau and Skagway, Alaska, Lake Louise, Banff, and the Canadian Rockies. Write to Mr. Fitzgerald, 1703 Chestnut St., Philadelphia 3, Pa., for information on this carefree, no-worry trip.

Home Missions Tour, conducted by Katherine Schutze, director of Business and Professional Women’s groups of the United Christian Missionary Society, will cover 2000 miles of fun and fellowship travel, August 7-27, 1955. This is for business and professional women. The tour will include visits to Disciple home missions institutions at Hazel Green and Berea, Kentucky, Cane Ridge Meetinghouse and also to the World Convention at Toronto, Canada. The tour will start and end at Indianapolis, Indiana. Write to 222 S. Downey, Indianapolis 7, for information.

Caribbean Youth Tour, conducted by Charles Mills and a Tour Mother, will take college students and high school juniors and seniors on a three-week trip to Cuba, Jamaica, Haiti, Dominican Republic, Puerto Rico, and the Virgin Islands, June 22-July 14. Write to Mr. Mills at 222 S. Downey, Indianapolis 7, for further information.

—H. Armstrong Roberts.



The Church and the Nations

Geneva, Switzerland—Dr. Elfan Rees, secretary of the Commission of the Churches on International Affairs, warned here that the “failure of government to act is no reason for the churches to lag behind.”

Reporting on the Commission’s activities to the executive meeting of the World Council of Churches, he said that “Christians must discern the will of God and proclaim it.

“Our actions,” he told the committee, “must be applied with technical skill and resolution.” Asserting that church statements “in a vacuum do no good,” he said they must be properly timed and aimed at “places where international decisions are made.”

Dr. Rees said the Commission’s aims were to “seek to prevent war, achieve pacific co-existence, work for the adoption of a universal code of ethics, and aid underdeveloped countries and refugees.”

World Progress Has Religious Basis

St. Louis—World progress is impossible without a recognition of the importance of man provided by religion, Dr. Arthur H. Compton, Nobel Prize physicist and former chancellor of Washington University, said here in opening a Conference on Science and Human Responsibility. Dr. Compton, general chairman of World Brotherhood and former Protestant co-chairman of the National Conference of Christians and Jews, is one of the scientists whose work led to the development of atomic power.

“The hope for the longer future,” he said, “lies in a growing understanding of the conditions for the good life

AT YOUR FRONT DOOR

Has Anyone Seen Dad

? ? ? ?

by Jesse C. Burt, Jr.

Mother got a brand new dress
To wear "out on the town."
Brother got a spiffy suit.
Sis, a formal gown.
Pop, alas, cannot afford
Such luxuries as these.
His threadbare suit and collar, frayed,
Hide ragged B.V.D.'s.

S. H.

JUDGING from what you see and hear the American family of today has a problem of considerable importance that needs to be solved. That problem is suggested by the topic to be discussed here, "Has Anybody Seen Dad?"

As an illustration there's the popular comedy, "My Little Margie," seen and heard half an hour a week on a certain TV network. Week after week the indomitable Margie pulls gags, practical jokes, and tricks on her unsuspecting father. Nearly always Margie's dad comes off a poor second to his buzz saw of a daughter.

Mediums of popular culture—radio, TV, comic strips—often give Dad the neck of the chicken. For example, there is "Fibber McGee and Molly," "Life With Father," and "Blondie and Dagwood," to mention only some of the most popular "family situation comedies." If these are family situations it seems logical to ask, "What kind of a situation is Dad in these days?"

Even popular songs reflect what has been called "the problem of Dad." Some years ago the cowboy singer, Gene Autry, made a record called "The Silver Haired Daddy of Mine."

This record sold a million copies, and Mr. Autry was asked to explain the secret of its success. He did this in a most interesting way. He said that so many songs had been written about Mother and so few about Dad that he supposed the American public was ready for "Silver-Haired Daddy." There is more truth than country music in that statement.

All of this informal evidence merely backs up more serious findings. Some sociologists go so far as to say that Dad today is almost as obsolete in the family as the old Edison Gramophone. Psychologists are warning about too much Mom in the family, calling it "Momism." Some family counselors call Dad the X Factor, the unknown quantity in the family. Many fathers themselves offer eloquent testimony that they feel their problems aren't even recognized in the family.

To sum up a voluminous amount of material, there are those who say that Dad is a victim of economic pressures. There are those that spring from the tendency to want "to keep up with the Joneses." Writers on this last declare that in many, many cases Mom and the children keep dogging Dad to do better all the time, to make more money, to buy better cars and to purchase more expensive gowns for his daughter to wear to the Junior-Senior Banquet.

Keeping up with the Joneses, however, is more than just that. Nearly always this means to rise above the neighbors in horsepower, width of TV screen, finish of dining room table, and so on. This type of pressure on Dad means that he has to work longer hours, work harder, and give more completely of his total life to his job. In truth it is sad to report that the job may come to be a Frankenstein for some harassed, check-writing dads.

Then, many psychologists are saying that Mom is sometimes too possessive of the children. The possessive

This is where Dad's picture should be, but alas! Dad is nowhere to be found. In your home has the revered patriarch of bygone eras been reduced to a diminutive status? Maybe you hardly realize that he's a member of the family.

ve mother is the one who speaks of "my children" and who says, "I'm going to send my children to college." Her natural instincts are carried to an extreme.

At the same time it has to be admitted that some mothers expose themselves to the charge of being dominating, of taking the whole pie instead of a rightfully earned slice. A grown daughter expressed this when she asked her mother: "Why is it, Mother, that you keep reminding us of Easter, your birthday, and Mother's Day? You never say anything about Father's Day."

To her credit the mother in question took it on the chin. She replied slowly, "I see what you mean. That explains why your father has been so touchy at certain times of the year. I have been thinking too much of myself. I'll try to do better."

While pressure is exerted on Dad and while Mom may be understandably possessive, at the same time, Dad has some responsibilities for his problem. His attitudes often are the heart of the problem of "Has Anybody seen Dad?"

Some psychologists say on this point that the role of Dad has changed from what it used to be. No longer is it enough for him to be a somewhat remote though entirely benevolent despot. He needs to give his wisdom and his experience with the world in helping to solve the problems of the family.

Interestingly, Dad's wife may have something to do with this expectation: that Dad be more of a companion in the family circle. For today's mothers are likely to be children of the old-fashioned type of the thundering, remote autocrat of the breakfast table, like Clarence Day in *Life With Father*. They may want a more adequate fellowship with the father of their children.

At any rate, the things that Dad, and Dad alone, can do for his family are of major importance at the

present time. The family needs all the help it can get. With his enormous prestige Dad can explain to his children "what is going on" much more easily than can Mom. Children look to their father for this kind of guidance.

Even though many dads are taking a positive interest in their family responsibilities and are doing a wonderful job, others are not doing so. It is no accident that the famous American novelist, Thomas Wolfe, subtitled one of his books, "The Search for a Father." Logically, one could ask, "Where is Dad that he has to be searched for? Has anybody seen Dad?"

Too many principals are pointing out that their PTA's are composed in the main of mothers and teachers. Church workers are saying they need Dad's help in youth work.

A college dean has declared: "For three years I visited homes to talk with parents about sending their children to the college I represented. This was a most revealing experience of how America is living, or a part of America. In the three states which I visited, I saw many instances in which the father was only mildly interested, if at all, in the education of his children. This type of father declared that he just leaves it up to the mother."

So it goes: TV shows, popular entertainment, sociologists and psychologists, and common, everyday observations and experiences. All this evidence leads to the time-honored stereotype of Dad as a man buried behind his sports page, all worn out from a hard day at the office.

If Dad does have his problems, some not of his own making, what constructive suggestions may be offered to him and to his family? What positive steps can all the family take to help not only Dad, but the family itself?

First, the whole family can use a true appreciation of Dad, one not expressed mostly in terms of money. Indeed, some dads may need to know that merely paying the bills isn't enough. Rather, the rich things that Dad can give in fellowship, shared experiences, and plain living at its highest cannot be valued in terms of "please remit."

Second, through Mom's actions and attitudes she suggests Dad's nature, that made her marry him in the first place. Moreover, she can counsel with "our children" in such a way that they become "ours" and not "mine." In addition she can encourage her husband to take a deeper interest in the family, when such an interest is needed.

Third, the whole problem comes down to Dad's attitudes. In many, many cases, dads need nothing so much as a clear look at themselves and at their responsibilities. Rightly or wrongly, the family may assume from what appears to be his attitude that he isn't much interested in the "little details." Of course Dad is, but he needs to let it be known.

(Continued on page 28.)

Your Child Learns from Comics

BUT WHAT?

by Marian Brawn

TIM, age eight, was taking his first train ride alone. His father had given him fifty cents and had told him he might buy a few of his favorite comics to help pass the time. Tim was delighted. As his mother and father were giving final instructions before the train left, his mother said, "When you finish reading these comic books, Tim, throw them away, because

Grandmother does not have room at her house for a lot of extra things."

"Oh, please don't say I have to," begged Tim. "I want to bring these home with me to add to my collection and to swap with the kids. You know I own more comic books than any other boy on our street."

Is Tim typical of a lot of eight-

year-olds and younger and older children, too? We know that children *are* reading the comics! It is estimated that 90,000,000 are read each month. Many children cherish these books and exchange them with their friends.

Parents quite willingly hand out the dime or fifteen cents to their children to get a funny book. "They do enjoy them, and it keeps them quiet and out of mischief," they say. If these parents think about it at all, they may reason—"I like to look at the funnies in the newspaper, and it's natural for the children to enjoy funny books"—not realizing that the cartoon strips in the daily paper are quite different from the average comic book. Newspaper comic strips have to pass the censorship of the newspaper editor. Comic books for children have had no such censorship.

Do parents really know what is contained within the pages of the so-called comic book?

A startling answer to that question was given in an article "What Parents Don't Know about Comic Books," by Frederic Wertham, M.D., in the *Ladies Home Journal*, November, 1953.

—photo by erb



“But not all children who read crime comics are going to become

“Featuring stories by the world’s greatest authors” is their slogan. Even a review of some of these is disappointing. In true comic-book style the scenes that are used are those which play up the violent, the gory, and the harrowing. As one mother said, “When I discovered how the *Classic* comic

Granted that the comics create a problem for parents and people who desire the better things for children—what are we going to do

JUNE, 1955

about them? They are here!

Many communities are doing something about comic books. Some plans involve a long-range program; others are of the nature of one spectacular incident to arouse concern. In Canton, Ohio, a mayor's committee started "Operation Book Swap," and in two days collected 12,000 horror comics which were exchanged for hard-covered books, such as *Swiss Family Robinson*, *Treasure Island*, *Alice in Wonderland*, at the rate of ten to one.

In Fort Worth, Texas, a young father brought before the city council an armload of comic books, many of which he said contained first-class lessons in crime for children. The incident resulted in a city council ordinance's setting a maximum fine of \$200 a day for anyone publishing, distributing, selling, or giving away crime comics. The council then set up a nine-member board of review to help carry out the ordinance.

A troupe of Boy Scouts in Winslow, Maine, handled things a bit differently. They made a house-to-house collection while the chief of police rode through the town in a cruising car with a loud speaker system, asking people to turn over the crime and horror comics to the boys. A burning ceremony was held, preceded by the sounding of the town's fire bells for a two-alarm fire. The scoutmaster lighted the pile, consisting of more than 1,000 comic books and other objectionable literature in the crime, horror, and sex class.

The comic book industry itself launched in the fall of 1954 what has been called "a desperation bid to win back public confidence." Comic Magazine Association of America has been organized to draw up a code of ethics by which all comics are to be judged. A group of advisers are to examine all material before it is published. A publication put out by members of the Association will carry a seal of approval. Anyone not meeting the standard will be expelled and the seal, withdrawn. The report is that not all publishers have yet joined. It is too soon to determine how beneficial this plan may be.

BEFORE



—RNS

AFTER



Undesirable features are being eliminated from many comics, as in the case of the above "before and after" illustration. For this progress in the improvement of the caliber of comics we can thank a man named Charles P. Murphy, who is Co-Administrator for the Comics Magazine Association of America

Six years ago, as a result of a sermon, a group of people in Cincinnati, Ohio, became concerned about the comics. They formed a committee to study and evaluate comic books. Now this Evaluation Committee has ninety trained reviewers who rate all comic books that come into their hands under four categories: no objection; some objection; objectionable; and very objectionable. They have drawn up a set of criteria for judging under three headings—cultural area, moral area, and morbid emotionality. This evaluation is made periodically and is available in printed form from the Committee on Evaluation of Comic Books, Box 1486, Cincinnati, Ohio, at five cents each or three cents for five to ninety-nine copies and two and a half cents for one hundred or more. This is a helpful document for parents and teachers to have.

Ministerial associations, local councils of churches, and civic groups can be the agencies through which a constructive program may be launched to deal with this problem.

While we have noted some of the things being done by communities, we want to consider what may be done by parents and small groups in the church.

First of all, a young adult class or fellowship might make a study of the comic-book situation in the community. Which stores sell comics? What kind of comics are sold? Samples of the various kinds should be purchased and reviewed. The group might make up an evaluation standard of their own or use the one mentioned above. From this study they might prepare a list of the acceptable and non-acceptable books and distribute it to all parents in the community. If they do this on a large enough scale, newsstand dealers and merchants would be interested to know which of their products are being recommended. It might even effect their orders for the objectionable if the matter were explained.

Individual parents can do something, too—and many are doing something. In a family council around the dinner table standard

(Continued on page 28.)



Pride Goeth

AFTER

A Fall

a story by DOROTHY PRATHER

—illustration by John R. Steiger

AN air of woebegone resignation settled over the face of Mrs. Lucy Kramer as she watched the moving van back up to the house next door.

"Kids!" she thought despairingly. She and Henry had sought diligently for a neighborhood of other older retired folk like themselves when they had moved in from the ranch. Now, like Job, "that which she most feared had come to pass."

A lot of good the letter had done! She sniffed and tossed her head. She had swallowed her pride enough to write to Lancaster's son, suggesting that it would be appreciated by the whole neighborhood if he found it convenient to sell his parents' home to someone whose children, like her own, were grown. "Children might not find the atmosphere congenial here," she had written. Then, a week or two later, she read in the local weekly:

Mr. Eldon Schroeder, who has been named manager of the Pacific Peach Company cannery, has purchased the Lancaster home on north Park Street. Mr. Schroeder plans to move his wife and four children here from Sunnyvale, Oregon, within the next few days.

Like the heavy smoke pall from the orchardists' smudge pots, hanging over the valley on a windless morning, the knowledge that soon four children were to invade her peaceful neighborhood, clouded the days for Mrs. Kramer.

"It isn't that I'm not fond of youngsters, you know," she confided to the workman who was putting up the ornamental fencing before the Schroeders arrived with their four children.

"My gardens have come to be quite a show place in the town.

Children are SO destructive, and I simply must keep my place up. The Garden Club always plans to hold its annual Guest Day here."

She went on to assure the man that her own children had never been destructive, but it was different when you lived on a ranch and all the youngsters had plenty of work to keep them out of mischief.

When the Schroeders disembarked from their car, Mrs. Kramer's spirits ebbed even lower. Of course, with four children, she should have known, a dog, too! Well, at least she was glad it hadn't happened while poor dear Henry was still here to have suffered. With his bad heart the noise and confusion would have been just too, too much.

Watching from behind the bedroom curtains, Lucy deduced that the two older children must be twins, nine or ten years of age. The girl appeared to be just as lively and as likely to get into mischief as the boy.

"And what under heaven is as mischievous as a nine-year-old boy!" Mrs. Kramer muttered in self-pity. There was another boy about six and a little toddler between two and three years of age. Shaking her head, Lucy foresaw dire problems in the days ahead.

Working industriously among her plants and flowers, Mrs. Kramer noted with disapproval the changes taking place at the Schroeders. Two swings hung from the old black walnut tree. "They'll ruin that place!" she predicted dourly.

Lucy was watching with a reproachful frown, from behind a hedge of syringa the day they merrily dug up a circle of turf and sunk a tin can into the hole. With croquet mallets, they hit a gold ball across the grass, trying to sink

it into the can. "I suppose they be putting in a slippery slide and a baseball diamond next!" she muttered to the azaleas.

When Mrs. Kramer made her duty call on the new neighbor she was a bit abashed by the quiet graciousness with which she was received. It was a trifle difficult to drop the insinuation she had intended, when the twin girl Dotty, insisted on making tea and serving delicious cookies she and Danny had made that morning.

When Danny came in from the Cub Scout meeting, he was more enthusiastic about her flowering clematis. "Dad's promised to give one at the nursery so we can have it along the fence!" he effervesced. He brought out his collection of plants and flowers, all neatly pressed and painstakingly labeled. Quite without premeditation, Mrs. Kramer heard herself inviting him to come over to see if she might have some specimens he didn't have.

"Hump! Must be getting so headed!" she scolded herself as she pattered around, clearing away her supper dishes that evening. "Asking a rambunctious boy to come to my garden! First thing I know he will be knocking a baseball into my tuberous begonias!"

By working at it diligently, she had overcome her "softness" by bedtime. "If that boy does come over, I'll make it clear that I'm not going to have any gang of kids running in and out of my yard whenever they take the notion!" she determined resolutely.

Then she remembered that she had left the water running in the petunia bed. Without turning off the yard light, she trotted out to turn it off. A loop in the hose threw her as forcibly as a cowboy lassoing a steer. The jolt of the fall was enough to knock the win-

t of her; but when at last she as able to breathe easily, she alized something more serious an that had resulted. Her left ot pained her terribly, and it was ossible to put her weight on it. e wasn't near enough to the use to use it for support. There as nothing close to use to pull herself up.

She lay quietly for a few moments, giving in to the severe pain and the frustration that resulted from not being able to help herself. She had visions of lying there in the damp grass all night. Shaking her head vigorously, she dispelled such pessimistic thoughts. Surely, help would come. It simply had to!

Suddenly, light poured from the back door of the Schroeder house. Danny was whistling for his dog to come in for the night. Moistening lips that were dry with fright and pain, Mrs. Kramer called through the darkness, "Danny, oh, Danny! I need you!"

"What? Where?" answered the wind, not able to distinguish the muffled form on the dark grass. "Wait, I'll call Dad!" he answered, sensing the desperation in

the voice from the darkness.

In a moment Mr. and Mrs. Schroeder were at her side with a flashlight. They carried her gently into her own bedroom. Mrs. Schroeder, who was a nurse, insisted on calling a doctor, though Lucy insisted she would be "fit as a fiddle" by morning.

It isn't easy to be independent with a broken foot. Dependency didn't come easily for Lucy Kramer; she worried about how her garden would go to rack and ruin, how her meager savings would be eaten up by having to hire a woman to take care of her. Dotty, however, brought a tray over at mealtime, with simple, delicious meals, and always a flower to spruce it up. Her mother came over daily to bathe "her patient," as she laughingly termed Lucy.

Some of her friends, dropping in to cheer her, told Lucy how Dotty and Danny were carefully watering and weeding the lawn and flowers. Lucy was flabbergasted! What had she ever done to deserve such kindness? She found herself wondering what had become of her pride when she found that she was actually enjoy-

ing the ministrations of the Schroeders.

One morning Mrs. Schroeder apologized for hurrying with the usually leisurely nursing tasks. "It's the twins' birthday, and I'm having a little party for them," she explained. "I've got to run if I'm going to get the house cleaned up a little. I baked their cake before I came over," she continued, giving a last pat to the bony back she had just rubbed.

Somehow, Lucy didn't have to argue with herself about it. Her answer was purely spontaneous. She sat up eagerly in bed. "Since it's such a perfect day, why don't you have a lawn party for them, here in my garden? Maybe you could push my bed over by the window, and I could watch them playing games!" Excitement crept into her voice, and her eyes fairly sparkled with anticipation.

When Mrs. Schroeder demurred on the grounds that the children might damage some of the lovely plants and flowers, Lucy was indignant.

"Why, what's a nice garden for, if you can't share it with your friends?" she demanded.

A Bible Farmer Quiz

by Mary C. Smith

- Who was the first man in the Bible called "a tiller of the ground"?
- What gentleman farmer helped a poor maid from the land of Moab?
- For what farmer and cattleman did Jacob work fourteen years?
- Who "tore down his barns and built greater"?
- Name two weeds mentioned in the parables of Jesus?
- What district in Palestine was famous for its fine "straw"?

ANSWERS

1. Cain—Gen. 4:3
2. Boaz—Ruth 2:1
3. Laban—Gen 30:36
4. Lot—Gen. 13:9
5. The disciples—Matt. 12:1
6. Jesus in the Parable of the Sower
7. The rich young fool—Luke 12:18
8. Tares, thistles; nettles; briars; cockle
9. Ephraim

Should I Go

To College?

by Jean B. Hamm

1. Will college help me fulfill my Christian vocation?
2. Am I in the upper half of my high-school class scholastically?
3. Does my chosen field demand a degree?
4. Do I want "success," big money, prestige, and social position?
5. Do I need to "break" with home and family?
6. Can I spare the time necessary?
7. Will it be worth the financial struggle?
8. Could I, through reading, lectures, and other activities, educate myself outside of college?

To Go, or Not to Go, to College?

During their high school years young people must face this question. It deserves their thoughtful consideration, and that of their parents.

Should They Go to College?

Should Bill go to college? He is a high-school senior. His family considers college the magic key to success. Both his father and older brother credit their good business positions to college degrees. There is no financial problem. The family can afford to send him, and so assumes that Bill will go to college.

But Bill has other thoughts. Though he has made fair grades in high school, he does not really like to study. He would rather tinker with an old auto engine than do his English assignment. Besides, though the family cannot see his point, he has a strong desire to begin earning his own living right away. Bill feels that he would be miserable through four years of college. He wants to become an apprentice at a good garage and learn on the job. A certain larger city appeals to him because there he can go to trade school at night.

Or, take the case of Alice. As a high-school junior she is very much concerned about how she is going to get to college. Her large family has a hard time meeting current expenses and cannot save any money for her college education. Even some of her own

summer and after-school earnings must go into the current family budget.

Nevertheless, the idea of college is uppermost in Alice's mind. She wants to be a social worker, and a college degree is necessary. Her high-school teachers have encouraged her to go, for she has excelled in her studies. Her pastor, watching her sensitivity to the needs of others, has slipped in a word here and there.

Should Alice Go to College?

Should You Go to College?

Should you, now a high-school junior or senior, plan to go to college? This question no longer confronts just the wealthy, privileged few. Today about sixteen per cent of all young people of college age are going to college.¹ This is the largest number ever, and more than in any other country.

Going to college is a privilege. In America, where individuals have freedom to think new thoughts and to do new things, education is important. A college education helps people to push back the boundaries of the mind and to break through to new frontiers. College helps people to overcome prejudice by showing them how to find facts. It gives them a chance to know and to appreciate new personalities, and to concentrate on particular interests and develop special talents. Statistics show that college graduates command higher salaries and hold positions of higher prestige than nongraduates.²

Nevertheless, this does not by any means prove that you should go to college. This is a matter to be decided in the light of your own interests, abilities, and opportunities. The foremost consideration for you as a Christian, is whether or not a college education will better help you to fulfill your vocation, you are calling from God to a life of usefulness and purpose.

Bill Says No

Bill has pondered this college question from every angle he can think of. He sees his vocation in terms of a trade—auto mechanics. This occupation is a

¹Havermann & West, *They Went to College*, p. 207. Harcourt Brace and Company, New York, 1952.

²idem p. 25.

nest one, and one in which he will be of service to people. He reasons that just because he comes from a family in which college is traditional is no good reason that *he* should attend. Bill has looked into his field. He knows what qualifications and training he will need. He has found that high school is sufficient in terms of formal education, but that trade school is highly desirable. Summer work has indicated that he has the manual dexterity and mechanical aptitude called for. Since car ownership is increasing, he can expect steady work. The chances of advancement are good, and he may expect some day to have his own business.³ Bill's conclusion is that he will be both happy and useful if he passes college to follow his chosen trade.

Alice Says Yes

Alice's inquiry into the educational requirements for social workers has convinced her that somehow she must get to college. The many needs of her own large family have led her to this field in which she could be dealing directly with the problems of people. She feels that her sharing in family responsibility, financial and otherwise, has developed the common sense, good judgment, and emotional maturity necessary for a social worker. She has learned that her chances of advancement are good, especially if she can manage some graduate work after college.

Up to this point her answer is easy. She wants to go to college; but what is to be done about money?

³Job information from Frankel, *Handbook of Job Facts*, pp. 4-87. Science Research Associates, Chicago, 1948. Similar information is furnished for 225 job fields.

It would be simple if Alice could have Bill's financial good fortune.

The picture is not all black, however. Alice has been studying the whole problem carefully. She has found that now, more than ever before, a person who wants a college education determinedly enough is usually able to get it. Alice will write the schools she is interested in about available scholarships. Because of her excellent high-school record, her chances of assistance are good. She knows, too, that many denominational schools, offer scholarships; so she intends to talk with her pastor. She is getting information from state and city colleges, and will compare their costs with those of private institutions. She is ready and willing to work her way through college, even though it may mean taking a bit longer to get the degree she wants. As a last resort Alice will be willing to stay out of school and work for a year or two to build up a nest egg. At any rate she has a strong will, and she is sure she will find a financial way.

After careful consideration of the odds, Alice feels that she will continue to work toward a college education, so that she may fulfill her vocation as a social worker.

Who Is "College Material"?

Not all high-school graduates should go to college, even if they could. While we should not discount the social and cultural values derived from college, it is true that the chief quest of college is knowledge. There is studying to be done! The high-

—H. Armstrong Roberts

"You get out of college what you put into it," is an old cliché, but a true one. College can enrich your life, if you take advantage of its educational, social, and spiritual opportunities



school student who has found his studies difficult should think twice before starting the long trek down the halls of ivy. He should have an I.Q. no lower than 110.⁴ Also, he should be able to mix with other people. He should be able to stand on his own two feet, for the props of family and familiarity are removed when one goes to college. There are those who need this kind of experience on their own, however. It helps to bring out the best in them.

Your Field Is a Factor

If you plan to enter one of the professions which demand a degree, such as law, medicine, or teaching, you will necessarily think in terms of college. If you look forward to a trade, you may debate the matter of college and decide against it. One of the first things you should do as you consider your lifework is to find out what the educational requirements are and plan accordingly.

Of course, in no case is college wasted. It can enrich your life no matter what your work turns out to be. So as you make your plans, decide whether the time and effort involved in getting a degree will be worth the extra enrichment it will give you in your home and family, in your job, in your church, and in all your social relations.

⁴Hollinshead, *Who Should Go to College*, p. 14. Columbia University Press, New York, 1952.

What Are the Alternatives?

Even those who strongly advise a college education will tell you that college itself offers no sure and easy formula for developing the "whole man." How nice it would be if it were that easy, but how fortunate that this is not the only answer. While it is true that college offers guided study to open the mind and broaden experience, many persons have little to show for their college degrees. Also, the person who does not go to college can acquire many of its advantages by reading, thinking, talking, and giving attention to the best in radio, press, and television. Formal education is not limited to college. There are increasing opportunities at night schools and through correspondence courses. One of the most delightful ways to learn is by travel, and wide travel was never before available to so many people as it is today.

The imperative which grips the life of every Christian is that he must become the person God intends him to be. He must work unceasingly at discovering and developing his God-given talents to minister to a needy world. Is he not promising to do so when he prays, "Thy kingdom come"? Such a goal stands apart from a college education. A college education may or may not be a phase of its achievement.

Will It Be for You?

Capitalizing on Fun

by Pearl Forsyth Muse

Some of my "just for fun" projects now pay me monthly checks. It happened unexpectedly. The year of 1951 was nearing the end before I thought of the possibility that the new self-employment Social Security law, passed in January, 1951, might apply to me.

I immediately interviewed my hobbies! What could they do for me?

(1) I was selling magazine subscriptions in a leisurely manner, enjoying the conversations with folks who like to read. (2) I was knitting numberless booties for baby showers. (3) I earned something from a little free lance writing. (4) My latest hobby, my freshest enthusiasm, was weaving on a small table loom, but I had sold none of my woven articles.

On a call at the Social Security office I was assured that earnings from any one of those hobbies would be basis for qualifying under the new self-employment law. I learned, too, that in order to start qualifying in 1951 it would be necessary for me to show a profit of at least \$400 for the year. At first I thought that this would be impossible.

Unknown to me an interested friend secured several orders for booties and woven place mats. I hurried to fill those orders in the three weeks of December which remained, and by then I reached the goal by a small excess of \$15! The year had brought me a net profit of exactly \$415!

No one ever paid income taxes more cheerfully than I when I sent in the required four per cent tax in January.

Then I was ready to look ahead. Others of my age, seventy-two, supposed to be in mothballs, will understand my thrill over the prospect of earning an income again. Perhaps *earning* presents the wrong picture, as according to the law, self-employed persons over sixty-five may qualify in two years for

a monthly pension of \$25 per month as long as they live. Each of those two years must show \$400 earnings, clear.

The year 1952 proved to be exciting. Since I was away from home for the first half of the year, my earnings were almost zero. Bad reactions to antibiotic medicines taken for a strep throat complicated the second half of the year.

Friends and relatives sympathized, materially. They gave me generous orders for themselves and secured orders from others for magazine subscriptions, woven bags, place mats, booties, and greeting cards, a late addition to my businesses.

In mid-October I couldn't believe that the goal could be reached. Never before had I realized how many nickels, dimes, quarters, and single dollars were contained in four hundred dollars.

Before my marriage, when I was a businesswoman on salary, I held a different point of view. A salary presents a lump sum which one attacks and breaks down into hunks until it reaches zero. Here the process was reversed, an adventure in building up, bit by bit, to a lump sum which, at the time, seemed mountain high.

Late November brought the surprising discovery that my earnings would carry me over the top.

So, in January, 1953, I made my second tax payment on my self-employment earnings. In March my first check came retroactive, I have never known why, to July, 1952.

Every time I receive one of those stiff, cardboard checks which "must not be bent or broken," I seem to feel the warm pulsation of friendship and family affection and the continuing concern of fellow citizens for those whose days are shortened. I thank God for friends, family, our Uncle Sam, and my hobbies.

How I Stopped Smoking

by Hobart Ryland

Everyone who wants to quit the smoking habit should read this article, written by a man who successfully quit smoking. The author's methods are not easy, but they work.

THE impact of the recent discovery that smoking may cause cancer of the lungs has already become significant. On the Stock Exchange tobacco stocks have sagged; all over the nation anxious wives are nagging their husbands to give up the habit. These faithful companions cite scientific reports to prove that in addition to cancer, smoking causes heart disease, bad digestion, high blood pressure, sexual impotency, baldness, and other maladies too awful to mention here.

All of the nagging in the world, however, won't cause anybody to stop smoking. There must be an intense desire to give up the habit, and even then failure frequently crowns all efforts. To stop smoking requires more than will power, determination, and perseverance; it demands psychological preparation, careful reorganization of living habits, and a continual state of alertness not to fall back into the habit once the initial battle has been won.

When I decided to stop smoking several years ago, I knew I was in for a terrific battle, because frankly, I enjoyed cigarettes, and I had been smoking them for a long, long time. I had indigestion, however, and I was underweight. I had a hacking cough which refused to leave me. There was no doubt in my mind that cigarettes were doing me a lot of harm.

My first step in the process was to build up a dread of the habit. I whipped myself into a frenzy of dislike for tobacco. In addition to the usual maladies caused by cigarettes I read that traces of carbon monoxide are inhaled along with

tobacco smoke, too little to do much damage, but enough to add a little poison to the system each day. I began to think of each cigarette as a bit of poison.

After the period of psychological preparation I set the stage for the supreme test. One Friday night I asked in some of my friends, all heavy smokers. We sat around and smoked and talked until very late. As they left I told them of my decision and asked them not to smoke in my presence for a week. Before going to bed I destroyed every vestige of tobacco on the place including cigarette butts.

The next morning I had a cigarette hang-over; it was not hard to forego smoking for a few hours. About ten o'clock, however, the urge hit me with a bang. It required all my will power to restrain the impulse to go to the drugstore for my favorite brand. Instead, I sucked some hard candy which I bought in anticipation of this very moment. I was able to hold out until lunch, but the longing was so strong afterward that I took the family for a drive through the heavy traffic. I needed the continual attention to the problems of the road to keep my mind off smoking; and I needed the moral support, or rather the supervision, of the family to keep me from stopping at some tobacco shop along the way. That night we went to a double-feature movie, and in that way I got through the first day of the ordeal.

Sunday was a hard day. Immediately after church I started gnawing my nails. I couldn't sit still. Something had to be done. Fortunately, it was a beautiful day,

and we went for a picnic in the woods, far from all temptation. We walked for miles, and that night when I fell exhausted into my bed I had a feeling of real triumph. I had won the most important skirmish.

Monday was to be a real test because I was to go to the office where there would be smoking all around me. I had awakened, however, with such a feeling of exhilaration and energy that I felt sure I was going to fight it through all right. I ate hard candy all morning and avoided going near those who were smoking. As an added precaution I had my wife meet me for lunch to give me moral support at that crucial moment after lunch when I would want a smoke so much.

Each day the temptation became less. I felt wonderful, and food began to taste the way it did when I was a hungry boy. My wife and I refused all invitations to parties for several weeks because it is at such gatherings, especially if there is any drinking, that determination breaks down.

After the first month one might easily be lulled into a sense of false security. The danger is still lurking in the pocket of any friend. At any time during the first year the smoking of one cigarette will almost certainly start off a chain of smoking reflexes which will cause the habit to start again. The secret of permanent success is never to take even a puff of tobacco smoke.

If you succeed in conquering the smoking habit, and I believe you will, then you will be faced with another problem even more serious than smoking—gaining weight. That, too, can be whipped, but it may take a little more will power than it took to whip the smoking habit.

Motoring

As a Family Hobby

by Loie Brandom

SUMMER, winter, spring, or fall, motoring is the hobby that pleases them all. So during the year, be sure to include many trips, short or long, on which all the members of the family may have a good time and a beneficial change of scenery.

A hobby should provide variety from the usual daily and weekly routine of living. For recreation and as an educational pastime for people of different ages, such as there always are in all families, automobile trips provide a hobby that tops them all.

Like other hobbies, however, successful motoring requires a "know-how" and thoughtful planning ahead of time, to make it achieve the happy result you so fervently desire. So let us briefly consider the needs of the different passengers who will be going on these trips.

First, we will consider the needs of the man of the family. We will suppose that the destination has been chosen with due allowance made for the length of time necessary, not only for a comfortable trip there, but also for an equally unhurried return trip. The car has been oiled, gassed, and put in the best possible condition. Now for complete peace of mind he should make certain he has a jack that actually works, all tire-changing tools that are necessary, a stout tow rope, and a large flashlight, or electric lantern, equipped with fresh batteries. This next precaution may prove to be the one that will make the trip a complete

success. Wire or tape a duplicate car key somewhere on the outside of the car—on a rod beneath the car, or in some other inconspicuous place. Then if a child slams the door, or if you accidentally get your keys locked on the inside of the car, and it should happen to be at the same time that the wife has left her pocketbook with her extra key on the seat of the car, you will have avoided a very vexing situation.

For the mother's comfort provide a small traveling case with a mirror in the lid. This case can fit into the space on the floor of the car just beyond her toes, in easy reach at all times. It should contain cleansing pads, toilet preparations, hand lotion, soap, washcloth in a plastic bag, make-up kit, comb, hair net, colored glasses, head scarf, ointment for chapped lips and cheeks, manicure necessities, paper towels, and tissues. Of course there will be a first-aid medicine kit somewhere within easy reach inside the car at all times.

For the children's convenience, in the back of the car or station wagon, it will be very helpful to build a plywood table (the same height as the seat), with hinged legs for support, so the table can be folded and put up against the back of the front seat when not in use. A small crib mattress can be laid across the table and car seat, and with pillows and light covers the younger children can nap here most conveniently.

Under the table will be space enough for a small chest for toys,

equipment for games, and clean clothing that the children can be whisked into in a jiffy without your unpacking the suitcases in the car's trunk. This will prove a big help when one wants to stop somewhere for a meal without losing too much time.

If one has plenty of time though, it is fun to find a town that has a public park with play equipment where the children can exercise. One of the parents can then find a grocery where all the ingredients for a tiptop picnic lunch can be obtained. In this way even the car's driver can stretch out on the grass for a welcome bit of relaxation. After their exercise the children will be ready to sit down quietly in the car for a time when they are again on the road.

It is too much, however, to expect active children to sit quietly for hours, interested in only the scenery; so it is a good idea to stop the car about every hour and a half and let everyone walk around for a bit of exercise. This is especially nice if there happens to be some interesting object or historical spot near by that can be explored. It will also make a refreshing change if each passenger in the car (except perhaps the driver) changes places, so that everyone gets a chance to sit up front for a while.

Even in spite of all these refreshing breaks during a long trip, games are occasionally a great help in making the time pass more quickly, and there are several that can be played without any extra

A car is your magic carpet to new and exciting adventures. Majestic mountains, woodlands, national parks, and oceans beckon you to travel.

equipment, or at least with just pencils and paper. Some of them are the following.

TICKING OFF THE MILES. One child is chosen to be the speedometer. He draws as long a breath as he can and begins saying, tick, tick, tick, while the others count the telephone poles as the car passes them. The one who has breath enough to tick past the greatest number of telephone poles wins.

WHAT DO YOU SEE? One child looks out of the window for an animal on his side of the road and spells the name of the first one he sees. If it happens to be a cat, the next player must name an animal the name of which begins with the last letter of the name just spelled—in this case it could be a turtle or a toad. The next player then spells some animal's name that begins with the last letter of the last animal named. If it had been toad, then dog or deer would be right, and if it had been a turtle, then elephant can be spelled, and so on until the players begin to tire. Any objects such as names of towns, trees, words on signboards, or the states seen on the license tags of passing cars can be used for this spelling game.

CITIES YOU VISIT. Each player has a sheet of paper and a pencil. When a city or town is reached, the name of the city is printed at the top of the page; then the players see how many words they can find and write down using the letters in the name of the city. Thus, in Phoenix can be found, hoe, hen, pen, hone, pone, pin, pie, nip, hip, hop, etc. In Cleveland we find, land, lead, den, lean, level, dell, can, lend, dale, real, ale, deal, clean, and others.

WHO, WHERE, HOW, AND WHY? The players look from

their windows, and each chooses some object he sees. They then take turns asking Who, Where, How, and Why. For example, one player will say, "I hear you took a trip. **WHO** went with you?" The one addressed must answer with the name of whatever he saw when he looked out of the window. If he saw a pig, he will answer, "A pig went with me." He then turns to another player and says, "I hear you went on a trip. **WHERE** did you go?" That player may answer, "I went up a telephone pole," if that happens to be what he saw from his window. He then says to the next player, "I hear you took a trip. **HOW** did you go?" "I went on a big, black bird," and he asks the next player, "I hear you took a trip. **WHY** did you go?" and the answer may be "To find a barking dog." Sometimes the answers can be made very funny.

When you travel, you will find that well-planned hours for starting out in the morning, with an early stop at the end of the day, will make any trip more enjoyable. You will also have a better

choice of places in which to spend the night.

A hobby is something you enjoy in your spare time. The motoring hobby can be enjoyed in spare time, too. It is not necessary to have a long vacation period in which to take a motor hobby tour. Short week-end trips to historic or scenic places near your home can make this hobby a most interesting and productive one. Even one day is time which can be well spent in the pursuit of this hobby, if the necessary equipment is kept ready for immediate use on short notice. Best of all, motoring is a whole family hobby.

× × ×

It Isn't the Initial Expense, It's the Up-Heap

People whose moves

Come in rapid successions,

Should not accumulate

Many possessions!

—Ina S. Stovall



—photo by erb

"He That Hath Ears . . ."



—*Esther Henderson*

Nothing can replace the experiences that children gain from Mother Nature

by
Louise Price Bell

—*Esther Henderson*



ALTHOUGH we have two ears and only one mouth, most of us talk twice as much as we listen, which is unfortunate. Few of us have that much important information.

Listening is an important habit to form, and parents should start when their children are very young to teach them to listen for sounds. The sounds of Mother Nature are particularly worth hearing—the bell-like tinkle of the brook as it splashes over the stones . . . birds calling to their mates, or to their young—the wind whistling through willows or tall pines—the cactus wren tweeking from his protected hole high in the spiny saguaro cactus. Mother Nature has much to offer, and wise parents help their small children become educated in an appreciation of this.

There is a fable about a country boy who was walking along a city street, wide-eyed and amazed at the tall buildings, the rush of traffic, and the hustle and bustle of humanity as it surged past him. His city cousin chattered to him, paying little attention to the fact that his companion didn't answer, so absorbed was he in this new environment. Suddenly, the country boy stopped and said, "Listen!"

Let the children be alone to think their own thoughts in the great outdoors. They are close to God here

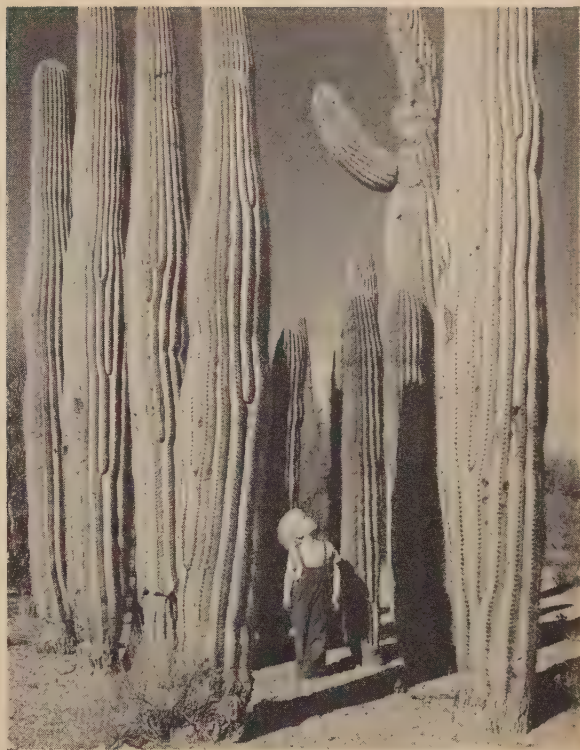
the same time a man who was
 ying a paper on the corner
 opped a coin, and the city lad
 d, "Just a coin on the pave-
 nt."

"Oh, no!" cried his cousin . . .
 ten from over there by those
 shes . . . a cricket!"

And so it was—a cricket very
 ch out of place, or so it seemed,
 this tumultuous city rush. The
 hint of the fable is, that we hear
 at we want to hear, the things
 e are trained to hear . . . and we
 erlook the ones we haven't been
 ight to observe. To the country
 y, the cricket was of far more
 terest than the money . . . to his
 usin who, unfortunately, had had
 o help in looking for fine things
 ear, money was very impor-
 nt.

A similar story is told about a
 an carrying his child on his

Listening to a cactus
 wren high in the tall
 saguarro cactus can be
 a real experience for a
 small tot



—Chuck Abbott

—Esther Henderson



shoulders to keep him out of the
 Christmas jam in a department
 store. As they were going out the
 big doors, the child cried, "Listen,
 Daddy, to the pretty music!"
 There were tiny bells ringing, but
 probably the child was the only
 one in the crowd of humanity who
 heard them; everyone was too busy
 pushing and talking to his compan-
 ion. Yet the child, in his simple
 tastes, heard lovely soft music
 above the din that was almost deaf-
 ening.

In these days of over-planned
 schedules and crowded days, let's
 make sure that our children learn
 to hear and to appreciate the
 sounds of nature, good music . . .
 and learn to close their ears to
 negative comments. Help them to
 keep the simplicity and directness
 of thought that is naturally theirs.
 When they are grown, they will be
 grateful to you for this guidance.

Who could ask for more than a warm summer
 day and a gentle breeze when two small boys
 want to fly a kite!

Professor Koko

by Louise Price Bell

—illustration by Fran Heron

HOW WOULD YOU LIKE TO LIVE NEXT
DOOR TO A CIRCUS CLOWN? WELL, BUTCH
DOES, AND IF YOU READ THIS STORY,
YOU'LL LEARN THAT THIS CLOWN TAUGHT
BUTCH A VERY IMPORTANT LESSON

EVERYONE loves a circus.

Everything about a circus is fun, but the clowns are the most fun of all.

Koko was the funniest clown in the whole big circus.

That was why Butch was happy when his family moved. Their new home was right next door to where Koko lived in the winter when the circus was resting.

Professor Koko leaped into the air and clicked his heels together



Koko practiced his handsprings and flip-flops and cartwheels in his yard every morning, and Butch sat on the fence and watched him.

Pretty soon the two became very good friends.

They talked about handsprings and flip-flops and cartwheels. They talked about the circus and the circus animals and the tight-rope walkers. In fact they talked about everything, while Koko did his tricks. He did the tricks from the circus last year and the new ones he would do in the circus next year.

One day they started to talk about manners, and being polite.

"You're lucky, Koko," said Butch, swinging his short brown legs against the fence. "You can do funny things, and tricks, and make faces. You don't have to be polite."

Koko turned three double somersaults across the yard, then three more back. He landed on his feet so close to Butch that the little boy almost fell off the fence.

"Ho-ho! That's where you're wrong, my boy. That's where you're wrong! *Everyone* has to be polite, that is, if he wants folks to like him. No one likes anyone who isn't polite, you may be sure of that!"

Koko made his voice sound sad, but he did not look sad at all. He had put his arms behind his back and was waving his hands on both sides of his head. His hands looked like an elephant's big floppy ears.

(Continued on page 28.)

Worship in the Family with Children

Theme for June: **GLAD FOR FRIENDS**

A WORD TO PARENTS

The materials on this page and on the next two pages are for your use in moments of worship with your children. If you have a family worship service daily in your home, some of the materials here may be used at that time. If you use *Secret Place*, you may find that some of them fit into the meditations in that booklet.

A Bible Verse

It is good to give thanks to the
LORD.—Psalm 92:1.

A Prayer

Thank you, God, for friends.
Some of my friends are grown-up
friends. Some are just my size.
I am glad for all my friends. Help
me to be a good friend too. Amen.

Diane and Ronnie walked with Jane as
she carried Danny's birthday cake to
the table

To Use with Younger Children

Friends at Home

Birthdays are fun! Diane thought a birthday was just about as happy a day as any day could be.

Today Diane's brother, Danny, was eight years old. Big sister Jane had helped Mother to bake a beautiful coconut cake. Ronnie, Danny's friend, had been invited to eat dinner with the family.

Diane had helped get ready for Danny's birthday, too. She helped to set the table. She helped to put the presents at Danny's place. She helped to put a colorful party favor beside each plate.

When everything was ready, Jane carried the cake with the eight candles on it into the dining room. Diane and Ronnie walked beside her to be sure she got the cake all the way to the table without dropping it.

The candles were lighted, and everyone sang "Happy Birthday" to Danny. Danny smiled! He was happy! He made his wish and then took a deep breath so he would be sure to blow out the light of every candle on the cake. He blew hard, and the light of every candle went out.

—Gedge Harmon



"Goody, your wish will come true," said Diane. "Was it a good one?"

"Yes, it was," said Danny.

"I think we had better eat before our food gets cold," said Mother. "Danny, do you want to say grace tonight?"

"Yes," said Danny. As everyone bowed his head, Danny prayed "Thank you, God, for food. Thank you for our family and the happy times we have together. Thank you for other good friends. I am glad for them and for such a happy birthday. Amen."

Tommy's Friend

One of Tommy's best friends is Mrs. Adams, who lives next door to him. Whenever she bakes cookies, she gives some to Tommy. Tommy knew Mrs. Adams liked pretty flowers. One day when he was helping Mother to cut some flowers for their own home, Tommy said, "Could I take some to Mrs. Adams?"

"Of course," said Mother. "That is a very thoughtful thing to do. I am sure it will make Mrs. Adams happy." And it did!

My Friends

Think of all of your friends. Who are your friends with whom you play—boys and girls your own age? Think of the fun you have playing with them.

Who are some of your grown-up friends? Think of the happy times you have with them. Do they sometimes read to you? Do they play games with you? What are some of the things you do to make your grown-up friends happy? Aren't you glad for friends?

To Use with Older Children

Friends All Around Us

There are friends all around us. Let us think first of our friends in our home. Perhaps we usually think of friends as persons who do not live with us, but our very best friends are the friends we have at home. Mother and Daddy are friends who want to help us in every way they can. When we have problems, we can go to Mother or Daddy for help. When something good happens to us, Mother and Daddy are glad with us. They are friends we can count on.

Brothers and sisters are friends, too. Of course, there may be times we almost do not think so because maybe we want to play one game and they want to play another or maybe we want to read and they want to play the phonograph. There may be times when brothers and sisters get really angry with each other, but the anger does not usually last very long. When it is over, they feel sorry they got angry, and then they feel glad because they have each other.

Now, let us think of friends who do not live with us. We have some grown-up friends, such as aunts, uncles, grandmothers, and grandfathers. We have

other grown-up friends, too. Perhaps the people who live next door are good friends.

Let us think of the other adults we know. There is the doctor who does all he can to keep us well and healthy. There are our teachers who do all they can to help us learn the things we want and need to know about the world and the life and people in it. There are our church school teachers who want to help us learn the best way to live. There is our minister. He encourages us, helps us with our problems, and comforts us when we are sad. He helps us to know more about God and to understand the Bible, Jesus, and his teachings.

The grocer and the postman are good friends to us also. They help to make life easier and more pleasant for us.

We have friends our own age, too. We like to play with them and to play with them. We are glad for all our friends. We want to be good friends, too, and so we will try to do all we can to be the kind of persons others will be glad to have for their friends.



—Harmon

A Bible Verse

friend loves at all times.—Proverbs 17:17.

A Prayer

God, our Father, we are glad
of all our friends—our friends in
our own family, our friends at
school, our friends at church, our
friends who live close to us, and
the ones who live far away. Help
us to be the kind of friends others
can depend on. Help us to find
ways to make our friends happy.
Amen.

For Family Worship

Call to Worship: It is good to give
thanks to the LORD.—Psalm
92:1.

Song: Choose one of the follow-
ing:

“Friends, Friends, Friends,”
No. 53 in *When the Little Child
Wants to Sing*;

“My Master Was a Worker,”
No. 500 in *Christian Worship*;
“O Father, Thou Who Givest
All,” No. 600 in *Christian Wor-
ship*

(or select some favorite hymn of
the family)

Meditation: Use one of the sec-
tions on these three pages or
prepare one of your own around
the thought of being glad for
friends.

Song: Choose one of the follow-
ing:

“I Would Be True,” No. 62 in
Hymns for Junior Worship and
No. 361 in *Christian Worship*;
“Father, Lead Me Day by
Day,” No. 44 in *Hymns for Pri-
mary Worship*

(or select some favorite hymn of
the family)

Prayer: Use the one on this page
or one of your own.

Friends at Play

Martha and Bobby were friends. They were in the same grade at school and in the same class at church school. They lived in the same block, on the same street. They had fun together.

Sometimes they played tag. Sometimes they played hop-scotch. Some-
times they rode their bicycles together.

But there were times when Bobby wanted to play ball with other boys, and there was no place for Martha in their game. There were times when Martha wanted to play dolls or “dress up” with other girls, and there was no place for Bobby. But Martha and Bobby were still friends. They knew there were times when they could have fun with other boys and girls and there were times when they could have fun together.

During the summer Martha went to visit her grandmother and grand-
father. She had a good time there. When she came home, she had
many things to tell Bobby and her other friends.

“I’m glad you are my friend,” Martha told Bobby. “You are my
friend when we’re together, and you are still my friend when we are
not together. That is the kind of friend to be.”

—Gedge Harmon



Open Doors of

Faith

SHE needed religion, and she knew it! The understanding pastor guided her from a confession of her drunkenness, marital unfaithfulness, and divorce back to her earlier, more formative years. In her childhood home she had become habituated to fear, distrust, selfishness, and hopelessness. Her parents had not given her instruction in the field of religion that would open doors of faith.

Had the parents meaningfully introduced her to the universe into which she came, she would now possess the belief that a loving, protecting God orders it! One's early contacts need to be happy ones. Animals should be met under very favorable conditions; trips for the purpose of exploring one's environment and collecting the marvels of nature should be planned and adjustment should be made to natural occurrences such as thunder and lightning.

When our daughter was about two years of age, she was awakened by the latter phenomenon. A wise mother took her to the window and calmly pointed out the beauty of the light across a darkened sky, stating that thunder often accompanies the rain that God sends to water growing grass, trees, and flowers. A fleeting moment of worship was experienced as the

family paused for a prayer of thanksgiving to God for the rain, thunder, and lightning before we peacefully returned to bed. In a very real way our daughter was beginning to use the words of the Old Testament writers: 'Holy, holy, holy, is the Lord of hosts: the whole earth is full of His glory.'

The faith that one has in the universe decreases in proportion to the fear that masters one's life. Simple elimination of fear is not so much the desired object as is control of it, courage must be developed. God-hearted comebacks after bumps and bruises, the cultivation of a sense of humor, the doing of things that will benefit others even though benefit for the doer isn't immediately evident, self-discipline, and leadership responsibilities are a few of the many avenues for such development.

Had the counselee's parents guided her to self-confidence early in life, an awareness of her important place in God's universe and her ability to fill it successfully might now be known!

To remember the proverb "nothing succeeds like success" is to remember a child's need for attaining a sense of accomplishment. From building block houses, digging tunnels in the sandbox, erecting model airplanes, washing and drying dishes, and playing the piano, self-reliance can grow. The little boy of two who does not ask to be lifted into his chair, but gets a stool to climb up and down, has started on a path to faith in his own ability.

Children must be guided to undertake tasks equal to their capabilities. Overtaxation might easily lead to frustration, failure, and a sense of inferiority. Even when one guards against such pressure, it is natural for failures to occur. The parent will want to effect adjustment to failure by developing the determination that success which follows several failures is to be greatly admired. There are but a few steps in time between disappointment over a disintegrated sand castle on the beach and disappointment over a seeming digression in one's business, and proper response to the first at age four might greatly assist in response to the second at age forty.

Assigned household duties and financial allowances are other steps in the progress of making the child responsible for his own life. Cooperation with others



—RNS

Parents should inculcate in their children a faith in God and an understanding of the various phenomena of his universe

by J. Ralph Shotwell

people and working together for the good of the family group can be learned from the former, while the use and limitation of money can be learned from the latter. The two are often equated, in that an allowance is granted for the accomplishment of household duties. This should not be given, because our moral sense is confused when we attempt to buy cooperation and virtue.

Jane's training in money matters began on her fourth Christmas. Her parents gave her an amount of money with which she purchased gifts for others in the family. At nine years of age she was already planning her spending over the period of a week, and twelve, over a period of a month. At an acceptable time, her parents explained the family budget and that portion of it could be reasonably allotted to her.

Likewise, freedom, within limitations, should be granted with regard to the use of time and the choice of activity. As Jane entered junior high school, her parents explained that to be fair to her school work and to guard her health, she should be out for entertainment only one night a week, and preferably on a night when there was to be no school the next day. She was told that she could decide whether the night was to be used for a movie, a basketball game, or a visit with Sue. At times, decisions were hard, and temptations were met. The making of decisions and responses to temptations, however, gave her strength of character and gauged her degree of responsibility.

It is because of this freedom to choose that sin often results. Children are aware of that about which Paul wrote; that is, their tendencies to sin. ("The good which I would, I do not: but the evil which I would not, that I do.") Parents can make them aware of the forgiving nature of God by granting forgiveness themselves. The ugly word is said, mother knows that she is most displeased, yet still anxious to save the one from whom the word comes. There follows complete understanding, true repentance, and resolves for new beginnings. Mother continues by helping the child to see how similar this is to the relationships one can have with God.

This freedom to choose involves vocational plans, and they play a large part in developing faith in oneself. The realization that God has a job for each person must be coupled with the ideas that individuals are needed in every field and that a job well done in almost any field can constitute a Christian vocation. Then follows the search for the spot wherein one's talents can allow him to serve best.

Had the parents in question nurtured faith in theirs, they would have opened doors of faith for their daughter!

Among the pressing needs of every child is a sense of security. Helpless when born, he is dependent upon the loving care and protecting arms of the father. If he feels doubtful of his parents' love for each other and their desire for his presence, how can he submissively rely on them for the meeting of his daily needs? If he hears them say one thing today and the opposite tomorrow, how can he rely on their judgment? If he hears them say one thing and do another, how can he ever wholeheartedly believe them? On the other hand, if he has security in their love, *trust will mature into faith.*

Likewise, trust, maturing into faith, can be had in the milkman, the policeman, the doctor, the teacher, the minister—those who have made, and those who are making, contributions toward his happiness.

These individuals can allow faith in them to pave ways to faith in God . . . the parents who pray to God in the presence of children, the playmates who reverently refer to God in conversation, the "heroes" who seek God's help in solving problems. Faith in these enlarges to include faith in God on whom these depend.

We herein have prepared for the treatment of the one person through whom we get to know God fully and clearly. As the child hears of Jesus, he will come to regard him as Friend, then as Teacher, then as Savior, "the author and finisher of our faith," he who came that we might have abundant life. Stories of his love and helpfulness, repetitions of his truths, and introductions to those whose lives were changed by belief in him can create and sustain faithfulness to the God as revealed through Jesus Christ.

Long before our perplexed friend asked her parents any question about God, they could have prepared her to share a satisfying faith in him by affording experiences such as those herein treated. It must be stated, however, that these things are to be attempted simultaneously, for accomplishment in one assists in the accomplishment of another. For example, while faith in parents will enlarge to include faith in God, it is the latter that fosters faith in human possibility.

Would that our perplexed friend's parents could be counted among parents which prompted Ralph Waldo Emerson to write, "All I have seen teaches me to trust the Creator for all that I have not seen;" Helen Keller to say; "A simple, childlike faith in a Divine Friend solves all the problems that come to us by land or sea;" and Francis Bacon to state, "There never was found in any age of the world, either philosopher, or sect, or law, or discipline which did so highly exact the public good as Christian Faith."

Study Guide

I. Preparation

A. Effect a means for getting *Hearthstone* into the home of every parent on the church's membership and prospect roles. Church school superintendents can do this, or the duty can be assumed by a special committee. Attach mimeographed or personalized notes to the copies calling attention to this study article and giving instructions about your meeting.

B. Assemble three small, yet representative, groups of parents to discuss practical ways of leading children to a meaningful faith. One group might confine discussion to development of faith in the universe; another, to the development of self-confidence, and a third, to development of trust in others. Their suggestions should consist primarily of methods that have been "home-tested."

C. Assemble one or several groups of parents to visit public schools, private nurseries, and church school classes in order to observe "dramatic-play," parallel and group games, vocational guidance sessions, and their effectiveness in teaching faith.

D. Assemble a representative group for the purpose of composing content for a "test," answers to which will aid parents in evaluating their own methods.

E. Assemble a group to discuss the teachings of Jesus and how they lead to faith in God. Special attention should be given the following: (1) "The Lord's Prayer," Matthew 6:9-15. (Example: The term "hallowed" involves sanctifying the name of God in our thoughts—blessing his almighty power); (2) "The Sermon on the Mount" and its emphasis upon God, the Provider, Matthew 6:25-34; (3) The teaching of faith in prayer, Mark 11:20-24.

New Testament authors and their material are also of help, as illustrated in Hebrews 11. Here we have a definition of faith and biographies of witnesses to faith given. Old Testament heroes such as Daniel also give biographical character studies.

F. Assemble a group that will survey resource material and prepare a bibliography of books, pamphlets, radio and television shows, records, and films that will assist parents in the field. A search will reveal, among many others, these:

(1) Jones: "The Faith of Our Children" (Abingdon-Cokesbury); (2) Sherrill: "The Opening Doors of Childhood" (Macmillan); (3) The 20-minute sound film "Return to Faith"; (4) The 12-minute sound film "Your Family."

II. The Meeting

A. The note to parents referred to in suggestion I-A might request that this article be read before the meeting. They will be better prepared to discuss the theme or respond to a guest speaker's treatment.

B. One or two from each of the groups mentioned in I-B might comprise a symposium or panel and pass along findings and recommendations. The former would allow each equal time for formal presentations, while the latter would consist of an informal, though somewhat rehearsed, "round-table" discussion. Whichever the choice, be sure to allow for the reception and treatment of questions and statements from the larger assembly.

C. Several, visiting as suggested in I-C, might report on their observations. They might stage some "dramatic play" and have the assembly point out instructional mediums therein. (Example: Read the Master's parable of the lost sheep in Luke 15, choose one child as shepherd, many as sheep, one as the lost sheep, and many as friends and neighbors. These enact the story and in the action sense leadership responsibility, compassion for the misfortune of another, joy over the fortune of another, fellowship, followership. Theological interpretation need not be given unless participants are old enough to understand its truth. Parables of the Prodigal Son, the Unjust Steward, and the Talents lend themselves to such treatment.)

D. The "test" referred to in I-D might be given. Safeguards must be taken, however; (1) Parents must not develop the sense of being publicly graded or compared; (2) The parent should keep possession of his own test paper, scoring it himself; (3) A speaker or discussion leader should use the test as an outline for further teaching.

E. The pastor might be invited to participate with someone representing the group referred to in I-E in a forum dialogue. Two speakers' desks would

When Children Come with You

Plan to have a leader who may:

Conduct a story hour. Stories may be found in this magazine, in the primary and junior story papers, in books borrowed from the public library, the school or church library.

Guide in making articles. Children like to express their love through gifts. A gift might be made for Father on Father's Day. If not a gift, a greeting card would be appropriate. Suggestions for gifts and other things to make and do are found frequently in this magazine, the primary and junior story papers, and books from the library.

Direct games. Seasonal games are sometimes published in this magazine and in the story papers. Books of games may also be found in public libraries, such as *Games for Boys and Girls*, by E. O. Harbin, and *Children's Games from Many Lands*, by Nina Millen, which include many types of games, suitable for all occasions.

be used, one for the pastor and one for the parent. The parent would pass along some "finding" from his group, and the pastor would add to or constructively take away from such "finding." Audience participation could be maintained by either one of the leaders.

F. The prepared bibliography as allowed in I-F can be mimeographed and distributed to parents; displays can be had in the meeting room; book review can be given; records can be heard; and or a film "discovered" by the group can be shown. If the latter suggestion is developed, a "film forum" might be had, i.e., instructive comments before the showing and guided discussion afterward.

Follow Through

- 1. If suggestions A or B in the first sections of this guide fashion your gram, other suggestions listed in the two sections could be utilized in follow-up activities during the succeeding weeks or months.
- 3. Parents might plan jointly to contact their children on explorative trips, therein assisting to nurture faith in the process, and on trips to factories, fire stations, and the like, therein assisting nurture understanding of that which

others can offer us. Vocational guidance is also had in the latter instances.

C. If I-D and II-D are followed, parents might be requested to place their "tests" in envelopes, filing them at a central place, with their names thereon. A year later, a similar program might be had and the same test taken. Answers given could be compared to answers previously given. It might be interesting and helpful to note one's growth in attitude and behavior.

D. Parents might embark upon a pro-

gram of family devotions and Bible study, intent upon having teachings of Jesus mentioned in paragraphs E correctly understood and applied in their homes. The church is responsible for furnishing devotional and study aids.

E. If your church has no library, the exploration, bibliography, and program suggested under F might give impetus for starting one. The circulation of books will enable parents to continue the search for understanding—a search never ended.

BIBLEGRAM

by Hilda E. Allen

Guess the words defined below and write them over their numbered dashes. Then transfer each letter to the correspondingly numbered square in the pattern. The colored squares indicate word endings.

Reading from left to right, you will find that the filled pattern contains a selected quotation from the Bible.

Most any town has one named "Main" -----	136 37 117 8 24 40
A garland of flowers -----	38 48 45 9 52 113
Coin sometimes offered for your thoughts -----	33 121 100 25 31
Grade that corresponds to second year High School -----	81 62 107 94 17
Old-time warrior in shining armor -----	58 124 39 27 23 88
What dentists work on -----	129 46 69 96 101
Top year of grade school -----	18 104 127 95 22 41
Snow vehicle -----	82 118 91 26 77 72
Not generous -----	133 98 6 111 36 3 68
One or the other -----	79 126 16 97 114 66
Book that tells of times gone by -----	89 20 59 71 131 84 7
Faith, or trust -----	103 50 53 34 63 13
Spicy food served with other foods for flavor -----	10 90 120 99 137 128
Foamy -----	64 93 14 108 28 2

	1	2		3	4	5	6		7	8	9
10	11	12		13	14	15		16	17	18	19
20	21		22	23	24		25	26	27	28	29
30	31		32	33	34	35	36	37		38	39
40	41	42	43		44	45		46	47	48	49
50	51	52		53	54	55	56	57	58	59	60
60	61	62		63	64	65	66	67	68	69	70
70	71	72		73	74	75	76	77	78	79	80
80	81	82		83	84	85	86	87	88	89	90
90	91	92		93	94	95	96	97	98	99	100
100	101	102		103	104	105	106	107	108	109	110
110	111	112		113	114	115	116	117	118	119	120
120	121	122		123	124	125	126	127	128	129	130
130	131	132		133	134	135	136	137	138	139	140

Solution on page 30

O Pet name for Jane -----	74 19 43 87 54
P Most easterly state of the United States -----	30 122 42 134 56
Q Instrument for driving nails --	61 47 1 78 85 125
R Dazed -----	51 29 5 70 11 57 76
S Injury in which the skin is broken -----	67 110 75 49 119
T Person who acts as if moon-struck -----	44 4 116 80 130 35
U To help -----	83 32 55 86 12 60
V To mock, or jeer at -----	105 92 132 21 112
W Weapon used with a bow ----	106 15 123 65 115
X Not difficult -----	135 102 109 73

Are

YOU

to Blame?

by Julie Van Duyn

AT A recent radio broadcast Jack Sterling, the noted radio and TV wit, remarked, "When I was a boy and threw spitballs at some little girl in the classroom, I was reprimanded by the teacher, kept after school, and given a well-earned spanking by my father, when I got home.

"Nowadays when a kid bombards the teacher with the same unpleasant weapon, *the parents* are called down to the office where the school psychologist interrogates them with: 'Just what have *you* done that your child felt compelled to throw spitballs at his teacher?'"

Jack Sterling's joke drew laughs from the audience, yet his little story was not so far fetched as we, the parents, would like to think.

The other evening I attended a so-called group therapy in the local school, presided over by a guest expert.

I might mention that this group was formed with the specific purpose of helping parents meet personal problems with their offspring. Unfortunately, however, the "mediator" belonged to that class of modern child authorities who very conveniently hold up the parents as scapegoats, no matter what the child does or does not do.

This particular authority's attitude toward the parents came to light when one woman said, "Doctor, I'm worried. My daughter, aged seven, still sucks her thumb when she goes to sleep or watches television. Is there any way to break her of this bad habit?"

As the doctor did not answer immediately, another woman asked plaintively, "Can you tell me why a healthy, normal, six-year-old boy still wets his bed?"

A third woman spoke up. "Could you advise me as to what to do with my ten-year-old daughter who drives me to distraction by

picking at her food and never eating a full meal?"

Finally, a fourth woman raised her voice. "Doctor, would you please advise me as to what to do with my two sons—six and eight—who fight over every little thing?"

"Ladies," the leader boomed, surveying the anxious parents, "approaching the problems you have presented to me, you shouldn't say, 'Why does my child

This lad with a rubber band is about to take a pot shot at some unsuspecting individual. Should the mother of this mischievous muchacho wonder what she has done to him to incite such behavior? Or is she really not to blame?"



—Photo by erb

lick his thumb, wet his bed, etc. and how can I stop him?' Instead, you should look yourself squarely in the mirror and ask, 'What have *I* done that my child thinks that certain irksome or troublesome thing?' In each instance you will find that *you* did something to which your child reacts the only way he can, whether through bed wetting, fighting, thumbsucking, or not eating properly.

'When *you* reform your own behavior, he might stop his in-
fantile exhibition—unless of course it's too deeply rooted by that time.'

Now the above example of counseling is by no means an isolated one. When the present-day parent turns for advice with problems that no doubt plagued our parents, grandparents, and great-grandparents as well, he frequently gets *real* help.

Of course, it is quite true, too, that our ancestors, including our own parents, did not worry half so much about "minor" dilemmas such as bed wetting, thumbsucking, fingernail biting, or finicky eating, as we do.

Very wisely, the folks in those days figured that if they did not make an issue of some nervous or infantile habit, their child would, the natural process of growing

up, get rid of it. Most of the time he did, *without* the aid of any psychiatrist or psychologist.

This brings up another point. We all agree that our fathers and mothers did a good job of bringing up a new generation in an era of gracious living and comparative peace. Well, then, modern parents, especially mothers, should be given praise and credit instead of reproof for doing an excellent job of rearing youngsters in a fast-moving and fearful atomic age.

In any case present-day parents are doing what they think is the best for the new crop of Americans.

If they are making any mistakes, they are usually honest mistakes. Parents get a "pretty raw deal" when they are blamed for the bad habits and idiosyncrasies their children may pick up along the way of learning how to live in a tense world of 3-D moving pictures, TV, and space comics.

If the authorities and experts in child rearing would stop pointing an accusing finger at parents, there probably would be fewer undisciplined and unhappy children—and much fewer frustrated and neurotic parents.

There likely would also be much less juvenile delinquency. It has been proved that wayward teenagers are not only the products of

broken and neglected homes. They are also the products of confused parents who, because of faulty advice from counselors, employ incorrect methods of rearing and discipline.

Do any of these counselors and advisers ever consider fully the guilt complexes they give the already harassed parents? After all, if our "poor and misunderstood" children have to live with us, we parents have to live with them. As every parent knows, our offspring can give us difficult times. Usually, we are not to blame for their actions, in spite of what the child authorities say.

Let us, as parents, stop being scapegoats for the accusers who would blame us for *all* the misdeeds of our children.

Let us relax and enjoy being parents in the real sense of the word. We can discipline our children and can even administer a spanking when the occasion arises; but we should love them without restraint or reservation.

Our children are individual personalities as we are, and we can help them during difficult phases of their growth without our getting a nervous breakdown.

If we rear our children in homes filled with love and companionship, they will usually develop into well-integrated adults.

Two Poems by *Richard Wheeler*

Defense Measure

When the dilatory student
Who is scolded by his parents
Looks upon them as imprudent
For their limited forbearance,
He can blame his low ambition
And resulting lack of merit
On the type of disposition
That he happened to inherit!

Fairy-Tale Blues

I'm parent to a tiny son,
A quite inquiring-minded one,
Whom I must often read to.

He loves the fairy tales by Grimm,
And pesters me to read to him
Until I have agreed to.

I'm longing for the day my elf
Can read the works of Grimm himself,
And I'll no longer need to!

Has Anyone Seen Dad?

(Continued from page 3.)

Two institutions that need greater support from dads are the school and the church. By giving these institutions some study, Dad can discover ways and means through which he can help out. By helping he will become more interested. The end result will be a better standing in the family.

As an example of this kind of support, the Nashville *Tennessean* recently published a series of articles on "What Religion Means to Our Family."¹ The series dealt with families drawn from all occupational groups. Included were all the denominations. In other words there was about the series the variety that newspapers require.

There was one single theme in the series. In each case the father took an active part in religious life. In one case he left his job early to have informal prayer meeting within the home in the late afternoon. It is encouraging to know that so many fathers are helping to train their children in prayer, Bible study, and regular church attendance.

The question, "Has Anybody Seen Dad?" can be answered best by Dad himself. He alone can take the clear look at himself that is needed to make our families strong and certain in their purposes. Let's all help Dad out.

¹Books containing these articles available at 69 cents each.

Your Child Learns from Comics

(Continued from page 6.)

can be discussed for judging the kind of comic books the family will read. When one is brought home, let it be shared with the whole family. Families might use the evaluation list prepared by the Cincinnati committee.

Probably the most important thing a family can do is to strive to develop a taste for good reading. Taking time to read to young children and reading together as a family pay rich dividends. Good books for children on almost any subject and at a wide price range are available today. For example, there are excellent brief historical novels which make good reading aloud for all the family. When the children are young, whet their appetites for good books, and when they are able to read for themselves, they will not want to make comics their only resource.

The comics are here, but children don't have to read them at the rate of 90,000,000 a month. It's up to parents, teachers, and every friend of children to protect them from this menace to healthy thinking and wholesome living which is on our very doorsteps.

Professor Koko

(Continued from page 18.)

This was one of Koko's circus tricks, and it made him look comical.

"Aw-w," said Butch. "Aw-w . . . I don't see why." He had a big frown on his face.

Koko sat on a tall barrel and twisted his long legs around his neck. He tipped his head on one side and said in a high, squeaky voice:

"Being polite is as easy as clowning. Try it and see—but do stop that frowning!"

He looked and sounded so funny that Butch had to laugh. The big frown was gone.

"Being polite isn't easy—not for me," the little boy said. "I never seem to know what to do. Someone is always scolding me because I'm not polite."

"Poor little Butch!" Koko grinned at him, then quickly stood on his head. With his head down on the ground he looked up at Butch on the fence and asked: "How about my helping you get things straight?"

Koko jumped high in the air, hit his heels together and said: "Professor Koko, in person, that's what I'll be." He turned a big handspring and landed on the fence right beside Butch.

"That will be fun!" said Butch. He was very much excited.

Not many boys were lucky enough to live next door to a clown!

And now Koko was going to help him learn how to be polite. "Thank you, Professor Koko," Butch said, giggling. "Thank you very much."

Every morning after that Koko made a little jingle for Butch, and the two would sing-song them together. The jingles helped Butch know what to do, and they were fun to sing-song over and over with Koko while he did his circus tricks.

You might like to sing-song them, too . . . so here they are:

If we jump out of bed when we're called every day,
We'll then have a long time for frolic and play.

Clean smiling faces at the table look fine
And it takes just a minute to make faces shine.

"May I please be excused?" is the right thing to say
When mealtime is over—three times every day.

Clocks help the grownups, and they help children, too,
To be right on time for the things we should do.

Some doors (like some children) seem to want to make noise
But they can't if closed quietly by polite girls and boys.

Picking up things that have been dropped on the floor
Makes one feel helpful—and want to do more.

Hidden back of our hands so nobody sees
Is many a cough and yawn and sneeze.

Having friends stay for dinner is really fun for us
But only if Mother says she won't have to fuss.

Sunshine or rain, noon, morning or night
We knock on all doors that we find closed tight.

Things belonging to others should be left quite alone
Folks don't handle things that they know aren't their own.

Anyone who's big enough to answer the phone
Is sure to do it in a soft, quiet tone.

We can't always be *It* in the games that we play
So just taking turns is the fairest way.

When we bump into someone when in a big hurry
"I'm sorry" we say, before homeward we scurry.

"Please" and "Thank you" are so easy to say
No wonder they're used so often every day.

Grandmas are older, and thoughtful and sweet
And should always be given the most comfortable seat.

Sharing with others always makes one feel good
Maybe because we know that we should.

Some programs on Radio, and also on T.V.
Are planned for grownups to hear and see.

When presents are sent us from far distant towns
Thank-you-notes are mailed promptly with smiles, and not frowns.

After a party that's been jolly and gay
"I've had *such* a nice time!" is the right thing to say.

When we hear Mother call, "I'm coming!" we cry
And then scamper home in a wink of an eye.

If the paper is scattered all over the floor
We have it folded for Daddy when he comes in the door.

We talk when at play, in or out of the house
But in church and in movies we're still as a mouse.

When the clock and Mother say bedtime is near
The one who goes first is the one who called "Dear."

Family Counselor



WHAT CAN one do about a twelve-year-old daughter who still sucks her thumb? When I was young, after having read all we could find about thumb-sucking and asking several doctors, we decided to abide by the popular opinion of ignoring—expecting her to grow out of it. She never sucks her thumb in school or in public anywhere. In discussing the problem with her she says she doesn't do it when she is out because she is ashamed of it and doesn't want others to see it. She also says she would like to stop, but can't. She does it when she is listening to the radio, reading, or going to sleep.

She is a very good student in school and plays the piano. She likes to read and also helps with chores around the house. She enjoys playing baseball and going roller skating. I just can't believe that she feels insecure or is unhappy. She has an older brother with whom she gets along well. My husband and I get along exceptionally well, so there is no emotional problem. Even though we were told it would do her no harm, her mouth is slightly deformed and her front teeth are rounded out—just the shape of her thumb. It seems to me that if she can remember not to do it in public she could also remember at home. We try not to make an issue of it but we do discuss the problem with her occasionally. We would surely appreciate a new approach to this problem.

IT IS unusual, of course, for a twelve-year-old to continue to suck her thumb and, as you indicate in your question, such behavior is usually thought of as indicating emotional needs that are not satisfied. It would seem from your comments that your daughter is well adjusted in other respects and it is not surprising that you have difficulty in feeling that perhaps she feels insecure or is unhappy. At the same time, don't take for granted the fact that she doesn't have any emotional problems. Most girls of this age do. It may be, for example, that she is not making the social adjustment with her own peers that she would like; perhaps she feels she isn't as popular as she would be. She may be worried a bit because of the fact that her mouth is slightly deformed. Do not overexaggerate the possibility of such problems, but neither should you minimize the possibility. I am assuming, of course, that you have prepared her for the physical changes that take place at puberty. At any rate, continue doing everything you can to make her feel secure and happy in all her relationships.

You evidently have been very wise in dealing with

the thumb-sucking in the past, in that you have ignored it to a large extent. I may be wrong, but I get the impression that now you are quite disturbed by it and that your daughter senses your concern over the matter. It is fine that you do not make an issue of it with her, and there is no reason why you should not occasionally talk about it with her, but if you find that when you do, she gets disturbed, perhaps you should even stop doing that. Your own concern may create in her an anxiety that in turn makes it more difficult for her to overcome the habit. Although of doubtful value, it may be that she can devise some means of keeping her hands occupied while listening to the radio and reading, so that she will not be so inclined to suck her thumb. Sometimes girls of this age like to have "slumber parties." If she is encouraged to have them occasionally and does not suck her thumb when the other girls are present, she may find herself getting away from the habit. A summer camp experience might help her overcome the habit. All of these suggestions mean, of course, that there is really no new approach to the problem.

Donald M. Maynard



Good thing we can't swim, isn't it?

Biblegram Solution

Biblegram on page 25

SOLUTION: "My soul yearns for thee in the night, my spirit within me earnestly seeks thee. For when thy judgments are in the earth, the inhabitants of the world learn righteousness." (Isa. 26:9).

The Words

A Street	M Relish
B Wreath	N Frothy
C Penny	O Jenny
D Tenth	P Maine
E Knight	Q Hammer
F Teeth	R Stunned
G Eighth	S Wound
H Sleigh	T Mooner
I Selfish	U Assist
J Either	V Taunt
K History	W Arrow
L Belief	X Easy

Pranks with Pancakes

by Evelyn Witter

Want to surprise the family on a pancake breakfast morning? Then check your cooky cutters for appropriate shapes. In the spring your bunny cutter, flower cutter, or bird cutter would do fine. They must be the open type.

Now, prepare a thin pancake batter using two cups of ready-mix for pancakes and two and a half cups of milk. Stir lightly until batter is smooth.

Grease the griddle lightly and place cooky cutters on it. Pour batter from a pitcher into the cooky cutters. Wait until batter bubbles before removing cutters (with ice tongs or a similar gadget). The bubbles mean that the pancakes are done on one side and the shape is set.

Flip over once and allow the other side to get golden brown before removing and serving.

The little extra effort this prank with pancakes takes is well worth it, for the squeals of delight from the children will make this breakfast a gala affair besides encouraging family appetites!

A Matter of Age

A child may think that early to rise
Might make you healthy, wealthy
and wise,

But early to bed, though dutiful,
Can never make life seem beautiful!

—Catherine E. Berry

This Is the Way We Did It . . .

Little Fire Bug

by Ada B. Cromer

I was coming in from the back yard when I smelled smoke. Remembering our small son was in the house, I rushed into the kitchen. It wasn't so bad as I thought, but it wasn't good. Our three and a half year old son was lighting matches on the kitchen stove. In my fear I punished him and, of course, hid the matches.

The next day I found him lighting pieces of paper on the burners. This time I described for him all the horrible results of playing with fire. As an extra precaution I removed the handles from all the burners and hid them. Then he began lighting small pieces of wood on the pilot light. For this I made him stand in a corner with his face to the wall, a punishment he hates more than any other.

To avoid punishment, he sneaked away to light his fires. One day I found him with a small pile of torn paper ablaze on the floor of the bedroom. Punishment didn't seem to be the right answer. Then I thought of a plan.

Why not allow him to make his fires while I watched him? Fortunately, we have a fireplace, and there I let him make his fires, but always with my knowledge and supervision. It would

have worked equally as well in a temporary fireplace made with bricks and stone in the back yard.

It took patience and time several times a day to observe this experiment, and each time I attempted to impress him with the dangers of fire. Every day, every week added to a child's age brings him closer to an age of reasoning.

It took more than two weeks before he had enough of fires, but it was worth the time I'd spent. If the crash came back, at least he wouldn't be building fires behind my back.

From this I learned a lesson, too. Punishment isn't always the right answer for misbehavior, especially when a child is under six years of age. When children fear punishment, they're learning to do things behind your back. Once a child has reached the reasoning stage, the problem is much easier. Before a child is old enough to understand that right brings rewards and peace and contentment, while wrong brings only grief and unhappiness, I am going to strive to learn why children do the things they do. There may find the remedy. The situation presents a challenge, and what is to be lost by trying?

Give HEARTHSTONE for a Gift!

Next Month:

What is Wholesome TV—for the Whole Family?
Preparing Your Child for New Experiences
God is One of the Family
Now, You Pick a Song
"Please" and "Thank You"

Special introductory rate with this coupon: \$2.50 per year

Send to _____

Address _____

City _____ State _____

Gift card from _____

☐ Payment enclosed

Charge to _____

Clip and Mail Coupon to:

Christian Board of Publication

1709 Pine Blvd., St. Louis 3, Mo.

The American Baptist

Publication Society

1709 Pine Blvd., St. Louis 3, Mo.

Books for the Hearthside

For Young People

In the days of the buffalo Val Gendron sees the setting for **Powder and Hides** (Longmans, Greene, Inc., 1954, 230 pages, \$3.00). Jed Hardy, the veteran Indian scout, takes his young friend Johnny Doane, with him to see for himself the closing days of the buffalo and Indian. Johnny becomes proficient in shooting and skinning buffalo for "furry gold." He befriends Indians and is rewarded by their return of him of his favorite golden horse he has given them as a ransom. Don't let the name of the author fool you. This thrilling story of rugged life on the western plains was written by a woman, who knows her American western history and life, even though she now lives in Cape Cod.

When a Navy man writes about the sea, you can expect an authentic story. This is **Detached Command**, by Robert DuSoe (Longmans, Greene, Inc., 1954, 195 pages, \$2.75). Although the times and places which he writes are far removed from the kind of Navy he knows in person, the author has studied the history of the early 1800's and tells his story of a shipman Jonathan Amery with all the accuracy of an eyewitness. Those of your young people who read *The Swain's Boy* will remember how Amery was introduced to the life of a seadog in that book. His story is carried further in *Detached Command*. This is a tale of warfare against piracy in the early days of a young nation struggling for its economic life.

The Great Northwest, dry and arid before the coming of the dams, is the scene for the **Challenge of the Coulee**, by Janette Sargeant Graham (Longmans, Greene, Inc., 1954, 197 pages, \$2.75). Young Syd Clayton, seventeen, wants to go to college to become an engineer and perhaps build big dams, but he must help his widowed mother and crippled brother hang onto their ranch until the lifegiving waters can be brought to it. This takes a bit of time, as everything seems to conspire

to try to make them give up the struggle and sell the ranch. Out of many a tangled weaving young Syd eventually comes through to the achievement of his thwarted dreams.

For Children

Father and son, in fact the whole family, will enjoy reading **Little Britches** by Ralph Moody. The subtitle **Father and I Were Ranchers** gives a clue to the content of this widely reviewed and highly recommended book. The author tells of his family's move to a ranch not far from Denver in 1906, just after his eighth birthday. The next two years are filled with exciting experiences, many hardships, much joy and humor, and a touch of sadness. This book is now in its sixth printing (W. W. Norton & Co., 260 pages, \$3.00).

Parents will welcome the book **Do It Fun for Boys and Girls** by Mary and Dale Goss (Charles A. Bennett Co., 128 pages, \$2.95). This book is literally "crammed full" of ideas and directions for using inexpensive, even waste, materials in making gifts, ornaments, games and puzzles. Humorous, cartoon-style drawings explain every step clearly, so that children from the ages of seven to twelve may use it. This book can certainly help solve that rainy-day problem of nothing to do among the young folk.

Simon & Schuster has published three new Little Golden Books: **Doctor Dan**, the **Bandage Man** by Helen Gaspard, with pictures by Corinne Malvern; **I Can Fly** by Ruth Krauss, with pictures by Mary Blair; and **Donald Duck's Toy Train**. In keeping with the high standards and appeal of the Little Golden Books, these three are delightful. **Doctor Dan** has six real Band-Aid adhesive bandages inside the cover which will please the young doctor (or nurse). The price of these books is 25 cents each.

Surprise for Susan by Kathryn Hitte, with pictures by Pelagie Doane (Abingdon-Cokesbury Press, unpagged, \$1.00), is a delightful book for the little girl or boy who has or will have a new baby brother or sister. Susan tries to guess what her mother is going to bring to her. Each member of the family gives her a hint, but she guesses such things as candy or a ball and never guesses baby brother. This is a simple story but told in such a way that small children will love it. The illustrations are very good.

Stories of pets, particularly dogs, are favorites with children. The book **Rip and Royal**, by Sally Scott, with pictures by Beth Krush (Harcourt, Brace and Company, 59 pages, \$1.75), is a book primary boys and girls will love. The story is of two dogs—a collie and a cocker—and of Peggy Brown, the little girl who had always wanted a collie. Royal, the collie, was unhappy in the town with Peggy. She finally discovered that it was because he had been trained to help bring cows home from pasture and that he loved the farm. Peggy decided to give Royal to the farm where he could be happy, and she herself found happiness with the bouncy, gay, and friendly cocker, Rip. The illustrations are wonderful.

A sympathetic, imaginative picture of Jesus' boyhood years in Nazareth is given in **Boy of Nazareth** by Marian Keith, illustrated by Arthur Harper (Abingdon-Cokesbury Press, 158 pages, \$2.00). The book is in story form and is extremely interesting reading. In addition to its entertaining quality, it gives excellent insight into the manners and customs of the people of Jesus' day. This is a revised edition of **Glad Days in Galilee** (Abingdon, 1935) and is recommended for children seven to eleven years of age.



4,000,000 More Invaders

In 1954 the United States was invaded by a "task" force of over four million! Yes, you've already guessed it—those figures refer to the 1954 crop of new babies. What "tasks" are involved in facing the needs and opportunities presented by this invading force!

Feeding, clothing, and sheltering about half of these four million will be a tremendous problem for their parents. For they were born into the seventeen per cent of our nation's families who receive only one-tenth of our national income.

These four million were born into only about one-half of the total number of households in the U.S. According to the census figures of 1950 nearly fifty per cent of the nation's households include no children under eighteen years of age. Families have been increasing in size since World War II.

No figures are available as to how many of these invaders were unwanted children, but we do have a listing of 70,000 babies for adoption. Over one million couples, however, are seeking children to adopt; so do not think that your chances of getting a child are too rosy, if you are seeking one.

These four million newcomers also are an overwhelming "task" for the church to face. How to reach them and their parents, what to do with them in our overcrowded and out-dated church buildings, what to teach them when they come, will be puzzling the church leadership for the next few years.

They present also a disturbing "task" to the educational forces of our nation. Schools are already overcrowded and under-staffed. With record baby crops occurring each year our school system will be faced with a continuing and enlarging emergency.

Handling these invaders intelligently is a very important matter. If the United States wants a future worth having, we will need to give some of the attention and appropriations we have been giving to

atomic power to "baby power." *Hearthstone* believes that more real promise for the future lies in that direction.¹

Congratulations to Galion, Ohio

This city of 10,000 has done something that cities of similar size ought to copy.

A citizens' "Trouble Clinic," in which religion plays a major role, has been set up to help families hurdle emotional, domestic, financial, and physical humps. Its dynamic president, Miss Margaret Long, personnel director at the Galion Iron Works, says the project was not planned, but like Topsy, "it just grewed."

The clinic goes to the aid of any person or family who has suffered sudden disaster or trouble, and such help is kept as confidential as possible. Workers serve mostly on a volunteer basis with some professions charging only very minimum rates.

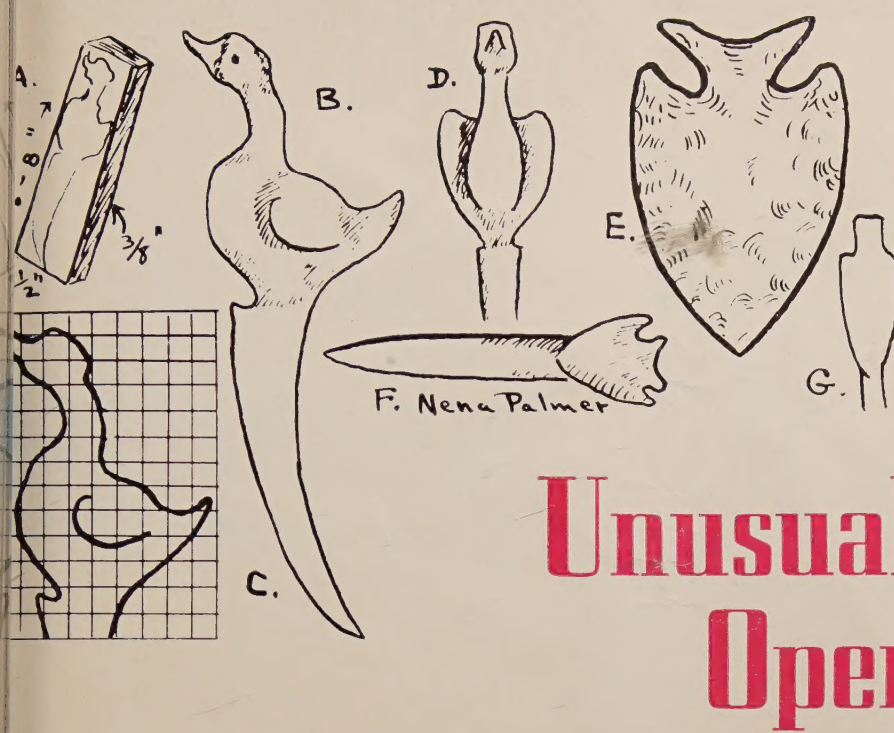
A major clinic service is helping resolve troubles of families and husbands and wives. "We always ask a husband and wife," Miss Loris said, "if they have talked with their minister. They generally look as though to say, 'What has a preacher to do with this?'"

"This gives us the opportunity to help people keep in touch with the Lord at all times and not to use him only as an emergency God. If we can get people to talk with their minister, or to one we suggest, we feel that their case is half solved. If they go to church regularly, for a period of months, we feel pretty safe about them."

The clinic is growing rapidly. People like it, and they support it through their gifts. Industries and businesses also put money into the support of the clinic. *Hearthstone* will try to get a story of this interesting project in a future issue.

¹Many of the figures quoted are from "Fact Folder," Richard E. Lentz, copyright, 1955, by National Council of Churches and used by permission.

by
Nena
Palmer



Unusual Letter Openers

PAPER knives are always welcome gifts, and one can be made easily in an evening. Few tools are needed, although the more patience you have, the better job you'll do!

Strange as it may seem, whittling is much easier on a hard wood such as maple, walnut, cherry, or hickory, than it is on a soft wood such as white pine. Also, a harder wood will give a smoother blade to the knife, and one that will take on a durable, high polish with age and use.

Your wood should be about three-eighths of an inch thick, wide enough for the pattern you choose (one to one and a half inches) and long enough for the design and blade, generally about six inches. On this block trace the pattern you want to use. Then cut out around this with a jigsaw or hand-coping saw and finish with a fine blade. Then whittle out the design, taking your time to avoid mistakes. You will do best if you have a carving set with its blades and gouges, but you'll find a sharp penknife a pretty good substitute! Small files with round and pointed edges will also be useful, but they are not essential.

Fig. B shows a paper knife one-half of the actual size, the knife being six inches long when finished. Fig. C gives the pattern for the goose. Rule a paper with quarter-inch squares and enlarge fig. C, calling

each small square a quarter inch. Then proceed as explained above. Fig. D is a side view of the goose, showing how to shape its head, wings, etc.

Fig. E can be traced without changing it to make the paper knife shown in fig. F. Of course, any other arrowhead you like could be substituted, or you might try three in a group. The tip of the arrowhead should stand out slightly from the blade of the knife, as shown in fig. F and in fig. G which is a side view of the same knife. Indian knives, and other relics, such as serpents, crosses, etc., are all ideal for whittling, as they were originally made by flaking off tiny stone chips. You can easily get this same effect in chipping the wood, as indicated in fig. E.

When your carving is finished, you can sand the entire object lightly, to take off rough edges, then sand the blade to a smooth, shiny surface. The carved part of the opener can be painted with enamels, and the blade can be stained or left plain, and shellacked for a high gloss. Or you can leave the carving uncolored, and finish it with a light coat of linseed oil, followed by several coats of wax, rubbed to a beautiful finish.

Any object well made by hand has a value all its own, and you'll feel well rewarded for the time spent on these unusual gifts!



Peeking is great for babies . . . but . . .

Parents and teachers should have both eyes open when they choose the materials with which they begin the early religious training of children under two. The best in guidance for baby's first two years is **Messages to Parents of Children Under Two**. This is a two-year packet of materials for the church to use in keeping in close contact with parents from the birth of a baby until he is two years old. It lets parents know their church is vitally interested in their new child, fosters the religious growth of the child, and lays a Christian foundation in the home. Besides the ten colorful, four-page messages to parents and an attractive cover, there are two-color greeting cards for the church to send the child on his first and second birthdays, a four-page guidance leaflet for the church visitor, a leaflet distribution record, and mailing envelopes for the leaflets. \$1.50 per packet—enough for one child's parents for two whole years.

CHRISTIAN BOARD OF PUBLICATION THE AMERICAN BAPTIST PUBLICATION SOCIETY
 Beaumont and Pine Blvd.
 Box 179, St. Louis 3, Mo.
 1703 Chestnut St.
 Philadelphia 3, Pa.